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ABSTRACT

The Introduction to this Teacher's Manual describes the objectives of the "Psycholinguistics Reading Series" as being twofold: (1) to provide an effective approach to the teaching of beginning reading to Afro-American children whose language patterns differ in some basic aspects from those employed in traditional basal readers, and (2) to help the child maintain and further develop positive attitudes toward himself, his school, and his community through reading materials. The focus is on differences in verb usage existing between the children's oral speech and the standardized dialect; each of the units in the Series places emphasis on only one verb pattern. Each unit (book) contains two versions of the same story--the "Everyday Talk" story and the corresponding "School Talk" story. Books 1-3 appear as one edition, Books 4-7 are in two sets. Book 8 has only one set of stories, which serve as a review of standard verb forms introduced in the Series. The stories are about the child himself, his community, and his ethnic group. The books are illustrated and contain blank pages for the child's own sentences, stories, and drawings. These books, as well as the present Teacher's Manual which provides teaching suggestions and an explanation of the methodology, are available from the Psycholinguistics Project of the Chicago Board of Education. (See AL 002 082.) (AMM)

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THE PSYCHOLINGUISTICS READING SERIES

A Bi-dialectal Approach

TEACHER'S MANUAL

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developed as part of an experimental project
cooperatively supported by the
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JAMES F. REDMOND
General Superintendent of Schools
BOARD OF EDUCATION - CITY OF CHICAGO
1969

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INTRODUCTION

Rationale and Development of Program

The objectives of the Psycholinguistics Reading Series are twofold. They are:

1. To provide an effective approach to the teaching of beginning reading to Afro-American children whose language patterns differ in some basic aspects from those employed in traditional basal readers.

2. To help the child maintain and further develop positive attitudes toward himself, his school and his community through the reading materials.

Most Afro-American children enter first grade with a well developed language. Their language is learned as all language is learned - from hearing the speech patterns of their parents and those of their immediate community.

The speech patterns, however, of many of these children differ in some basic aspects from the standardized dialect fostered in the school situation.

Since their oral speech differs from the acceptable patterns of the school, the children are often criticized when they attempt to communicate in the school situation. In view of the fact that reading and language arts are emphasized in the primary curriculum, this criticism is frequently carried over into the reading situation.

In compounding the objectives of attempting to introduce a different pattern of speech at the same time reading is introduced, teachers are taking the risk of confusing and discouraging the child. The Psycholinguistics Readers are designed to avoid this dilemma. Throughout the reading series, each unit contains two versions of the same story. The EVERYDAY TALK version corresponds to the children's oral language patterns. For each EVERYDAY TALK story, there is a corresponding story we call the SCHOOL TALK story. The SCHOOL TALK story is the same in all respects except that the verb form is changed to correspond to the standardized dialect.

The intial draft of the Psycholinguistics Reading Series was developed during the spring and summer of 1965.

The rationale in developing the program was primarily based on the principle that learning is facilitated in direct proportion to the extent that the subject matter is relevant to the experiential background of the learner.

Applying this principle to the primary reading situation two hypotheses were formulated. Stated in the form of questions, they were:

1. What effect will the utilization of the actual word patterns and grammatical structures most frequently occurring in the child's speech have on the efficiency and quality of learning in the beginning reading situation?

2. To what extent will stories phrased in the child's actual speech patterns help him master the same story phrased in patterns of syntax characteristic of standard English usage?

We felt that information obtained in investigating these two questions could prove to be of considerable help in establishing guidelines to encourage the development of more effective reading materials for all children whose speech patterns differ from those fostered in the school situation.

With these two questions in mind, informal conversations with Afro-American children attending primary grades were tape recorded. These schools were located in several urban depressed areas of Chicago.

In considering the differences between the children's oral speech and the standardized English stressed in the school situation, we were aware that differences existed in both the areas of pronunciation and grammar.

Emphasis was not placed on pronunciation because there are a variety of regional variations and because of the difficulty in determining just which pronunciation system actually is representative of standard English.

Finally, in considering pronunciation, the staff felt that in American society there is far more unwarrented stigma associated with respect to the use of different verb systems than there is associated with differences in pronunciation.

In view of these considerations, we decided to focus on differences in verb usage existing between the children's established oral speech and the standardized dialect. The tape recordings were therefore analyzed to determine the verb forms most frequently found in the children's speech that differs from standard English usage.

The following verb froms were identified:

1. Absences of forms of the verb to be.

    a. In simple sentences ending in adjectives and nouns,
    "He ∅ good." *   "They ∅ my friends."

    b. In sentences with progressive forms of the verb,
    "He ∅ working hard."   "We ∅ being good."

* The symbol ∅ represents the fact that a verbal relationship existed in the sentences, although no spoken form of the verb is presented.

2. Absence of the third person singular ending s or es.
"He work." "She teach." "It do."

3. Absence of a difference between present and past forms of the verb.
"Yesterday he start to go."

4. Occurrence of the verb be where other forms are expected.

    a. In simple sentences with predicate nominatives and adjectives,
    "He be good." "They be mad."

    b. In sentences with progressive form of the verb,
    "He be working." "We be playing."

Stories were then developed emphasizing the verb patterns cited above.

Beginning September 1965, the experimental materials were used as the basal reading program throughout the school year under carefully controlled experimental conditions.

The program was revised and expanded during the summer of 1966.

Each subsequent school year (1966-1969), the materials have been used in three classrooms and revised by the project staff during the summer periods.

A comprehensive report describing the research findings is near completion and will be published in one of the professional journals.

Format and Content of the Series

The Psycholinguistics Reading Series consists of eight units or books. Each unit contains two versions of the same story, the EVERYDAY TALK version and the corresponding SCHOOL TALK story.

The verb forms appear in the reading series as follows:

		EVERYDAY TALK	SCHOOL TALK
Book 1	All About Me	Employs the verb got	Introduces the verb have
Book 2	All About Me and My Family	Absence of is and are	Introduces is and are
Book 3	In My House and In My School	Absence of third person singular ending -s	Introduces the verb endings -s

		EVERYDAY TALK	SCHOOL TALK
Book 4	Yesterday	Absence of ed ending	Introduces ed ending
Book 5	Working and Playing	Employs use of do	Introduces does
Book 6	At School	Employs use of "be" in place of am, is and are	Introduces am, is and are in place of be
Book 7	I Be (Am) Scared When...	Employs he be, we be, and they be	Introduces standard forms he is, we are and they are in place of he be, we be, and they be
Book 8	Afro-Americans	Book 8 has only one set of stories. These stories serve as a review of standard verb forms introduced in the series.	

It will be noted that each book places emphasis on only one verb pattern.

In addition to the stories included in the reading series, space is provided in several of the books for the children to write their own stories.

In Books 1, 2 and 3, each story is presented twice. The story introduced first is written in EVERYDAY TALK, the verb pattern of the child.

After the child has learned to read the EVERYDAY TALK story, he is introduced to the SCHOOL TALK story written with the verb pattern of the standardized dialect as follows:

	EVERYDAY TALK	SCHOOL TALK
Book 1	I got a mama.	I have a mama.
Book 2	My mama she pretty.	My mama she is pretty.
Book 3	My mama work.	My mama works.

Books 4, 5, 6 and 7 are written in two editions, the EVERYDAY TALK book and the SCHOOL TALK book.

The decision to use this format in the series was based on our observation that by Book 4 the children understand the EVERYDAY TALK and SCHOOL TALK concept. Some children and teachers may at this time prefer learning a whole book in EVERYDAY TALK before introducing the SCHOOL TALK book. Some children may prefer one version or the other when they read alone at their seats. Separate books also preserve the continuity of the theme. This format in addition provides for ease in handling when the children must rewrite one of their own EVERYDAY TALK stories as SCHOOL TALK.

Book 8 has only one set of stories and the verb slots are left blank for the child to fill in with the help of the teacher. This book serves as a review for the verb patterns introduced in the preceding books.

The stories are about the child himself, his community and his ethnic group. Many of the stories begin with "I" and "My."

The lives of many of the children often contain experiences of overcrowded living conditions, fires, teenage gangs and violence of all kinds. Stories were therefore included to help the child express his feelings about these events. These stories also make the child aware that the school is concerned with and knowledgeable about the problems and pleasures he encounters in his everyday life.

The illustrations in the books feature the child's drawings as well as color drawings by two artists and photographs of children in actual home and classroom situations. Blank pages are part of each book for the child's own sentences and stories as well as his drawings.

The book becomes the property of the child as he completes each unit. First grade children delight in and are proud of their accomplishments and possessions. By having each book become his property upon completion, his pride in his reading skill should be enhanced. This pride in his achievements can encourage further positive efforts in this area.

Finally, stories of Afro-American workers in the school and stories of notable Afro-Americans living and dead are included to give the child information about the contributions of Afro-Americans to this country and thereby help substain a positive image of his ethnic group.

Teaching Guidelines

Using the Psycholinguistics Reading Series as a Basal Reading Program

The Psycholinguistics Readers are the only reading instructional texts to be used by the child as a formal learning tool until the completion of the first seven units. However, access should be had to all other reading materials such as picture books, other basal readers, newspapers, children's newspapers, magazines and mimeographed class stories. Certainly films, filmstrips, radio and television as language aids are to be utilized as usual. Some of the children may begin to read materials independently. This should be encouraged.

In making the transition to a basal text upon the completion of the Psycholinguistics Readers, the teacher should present the primer of the new series first and increase the level of difficulty until the child reaches the level where he needs more than casual instruction. As in other reading programs, different groups and individuals will work at different levels and rates of speed.

Recognizing Individual Differences in Children

Boys and girls who share speech patterns that differ from standard English have often been erroneously referred to as "culturally disadvantaged." In categorizing these children as "culturally disadvantaged" the impression is somehow given that they are also a homogenous group in most other respects. This conclusion is not justified. These children show the same individual differences with respect to personality needs and learning styles as do all children. For example:

> Tisa talks constantly and communicates her thoughts well in her own verb patterns which are non-standard.
>
> Johnny talks seldom and uses standardized verb patterns.
>
> Tony is weak in hearing the differences and similarities between words while Antionette is weak in seeing the differences and similarities between words.
>
> Kathy gives correct written and physical responses to the teacher. She talks in a low voice to her classmates but does not talk to the teacher.
>
> Kevin has a speech impediment which, however, does not stop him from talking to everyone.
>
> Donna talks to no one and responds negatively to everyone.

When the teacher speaks, Angela often looks puzzled as if she does not recognize one word from another.

Tyrone "reads" pictures in colorful, exciting words but does not differentiate one written word from another.

Maxine delights in rhyming sounds and words.

Essentials in Dealing with Individual Differences

Faced with these varying skills, needs and styles of behavior and learning, the teacher must use a number of different techniques.

Conversations and Discussions All of the children need to engage in frequent conversations and discussions with the teacher and their classmates about themselves, their feelings and their ideas and the world about them.

The teacher's role in these discussions and conversations is to:

be a good listener.

learn as much as possible about the child so that she can attend to his abilities and needs.

help the child clarify his spoken thoughts.

serve as a group discussion leader.

add to the child's vocabulary.

add new meanings to the child's vocabulary.

begin to determine the extent and depth of the child's knowledge and experiences so that he can build on this knowledge in expanding the child's conceptual frame of reference.

learn the child's dialect if it is unfamiliar to her.

convey to the child that his speech, non-standard or standard, is acceptable to her as a vehicle for the expression of thought and ideas.

Writing the Child's Thoughts and Language Every child needs to see his thoughts and his speech written down because both his thoughts and his speech are a part of him and important to him. When he sees these thoughts and his speech written, he can attach importance to the written word. It seems logical then that this importance attached to his own written words can be carried over to the written words of others.

Meeting Particular Needs Some of the children will need practice in gross discrimination of objects, colors, textures, sounds, etc.

Many will need practice in finer auditory discrimination such as recognizing likenesses and differences between words and parts of words.

Many will need practice in recognizing likenesses and differences in letters of the alphabet, both capital and lower cases - L E L L; c c e c, etc.

Some will need practice in labeling familiar objects, colors, textures, sounds, etc.

Some will need practice in listening for specific purposes.

Some children will need to be introduced to books, magazines and newspapers and given opportunities to handle and peruse them.

Some will need practice in "reading" pictures.

Tape Recording Tape recording conversations and discussions will help the teacher in recalling and recording the needs, skills and learning styles of each child.

Tape recording also gives the child an opportunity to hear how he sounds to others. After the child's initial embarrassed or delighted reaction to his voice, he can be taught to analyze his speech- "Did I talk too fast, too slow or just right?" "Did I talk too loud or too low?" "Could I understand what I was talking about?"

A good technique is to tape record the conversation which introduces the story. In this conversation the teacher elicits the patterns of the child which are used in the story and prints them on the board. The child then *sees* what he *hears* himself saying. The relationship between speaking, writing and reading is thus dramatized for him.

Essential Techniques

Teacher Attitude and Approach During the lessons value words such as "right/wrong" "correct/incorrect" are not needed. When a child reads EVERYDAY TALK during the SCHOOL TALK session, the teacher repeats the passage and asks the child if it is EVERYDAY TALK or SCHOOL TALK. Then the teacher asks the child to look again and find and read the SCHOOL TALK words.

As previously mentioned, since there is no one standard English with respect to pronunciation, no value judgements are placed on regional differences in pronunciation in this series. No attempts are made to change them because it is felt that concentration on the verb changes is enough.

The teacher should always introduce the books with an explanation to and discussion with the children on the particular theme presented by each book.

Using Picture Dictionaries Having the child make his own picture dictionary is an excellent way to introduce and reinforce the vocabulary.

It also gives the child the opportunity to develop independence in learning words and to learn to use a printed or illustrated reference when he is in doubt about a word and its meaning.

The pictures can be obtained from magazines and old books as well as from the child's or the teacher's drawings. At first the teacher should print or type one word on the page which the child will then illustrate with his drawings or pictures from magazines and old books. Later, two or more words can be illustrated on one page. Be sure to list them alphabetically, helping the child to understand this concept.

The teacher should put a large manipulative picture dictionary on the bulletin board with the new words of a lesson. Use real objects whenever possible, at first. After the lesson is completed this can be transferred to chart paper or bulletin board and placed in a conspicious spot for later reference.

Pictures may also be drawn and labeled in appropriate places in the reading books for easy reference.

Teaching Phrase Reading Children often find phrases easier to learn because they talk in phrases. After the phrase has been learned, however, the teacher must teach the one-to-one relationship between the spoken word and its written counterpart.

"In my family" can be taught as a phrase. Then teach the separate elements, "my - family - in." One way this can be done is by substituting key words within a phrase or key phrases. Have the child read a sentence from the chalkboard- "I got a mama." Then erase "a mama" and substitute "a daddy."

Utilizing Dialogue Reading Another technique to use in teaching the relationship between talking and reading is to have the children engage in dialogue reading. The teacher reads one line or one thought with the proper intonation and pronunciation and a child reads the next line or thought. Often the stories in the books lend themselves to this technique, some more than others. Have the children engage in this kind of reading with each other also so that the conversational aspect of the story becomes more evident.

Silent Reading Silent reading for understanding and for a comparison of situations in the stories helps the teacher discover if the child is gaining in reading proficiency. Situations similar to some in the stories have often been experienced by the child and this fact may lead to interesting personal anecdotes and a greater appreciation of the relevance of reading.

Phonics Begin phonics by using the names of the children to associate initial sounds with letters. Use vocabulary words in this way also. After the children become competent in a few initial consonant sounds, make them responsible for these sounds in new words. Even though they do not know the words, they should become increasingly able to do this much. Further identification of the sounds in medial and final positions is desirable. Skill in picking out little words in bigger words and in recognizing word families must definitely be learned. These abilities mark the beginning of independence in attacking new words.

If the teacher chooses to use a phonics program which has proven satisfactory in the past, it should at all times be as closely aligned with the reading program as possible. Relevant commercial materials are certainly acceptable, also.

Verb Chart At the conclusion of individual units 1 - through -5, a permanent chart for reference should be made, containing standard English verb forms which have been introduced. Start with the forms in the stories and enlarge as reading vocabulary increases.

At the Completion of the Psycholinguistics Readers

The eighth and last book of the Psycholinguistics Series reviews the verb patterns introduced in the first seven books. The vocabulary load is heavy and contains a number of words introduced once and not repeated. Book 8 can be viewed as a review and a supplementary reader as well as the last book in the instructional material. Unlike the first seven books, it can be used along with other reading programs.

Therefore, the Psycholinguistics Reading Program can be considered completed at the end of Book 7. The child is then ready to be introduced to another reading program:

a basal reader series.

an individualized reading program.

material written by the child, his classmates and his teacher.

EVERYDAY TALK and SCHOOL TALK in Follow Up Reading Programs

If the teacher continues with child and teacher written materials, the child's language will still be EVERYDAY TALK and the teacher will present and teach the SCHOOL TALK when it differs from the child's language. Eventually, the teacher will have to give the child additional materials written by persons other than herself and the class.

When the teacher moves the child into a basal series or an individualized reading program, she must continue to provide opportunity, time and stimulation to the child for independent, creative writing. These writings will supply the EVERYDAY TALK material.

Some stories written in standard patterns can be treated similarly to the stories in Book 8 of the Psycholinguistics Readers. Duplicate the stories omitting the verb. Then have the children supply the SCHOOL TALK verb.

Favorite stories of the children can be rewritten by them in EVERYDAY TALK and duplicated for classroom books.

ALL ABOUT ME

Book 1

All About Me	Page Children's Book	Teacher's Guide
Me	1	15
My Family	3	17
________________'s Family	19	20
My Things	25	22
My Favorite Things	45	24

Summary

Book 1 of the Psycholinguistics Reading Series focuses on the child's interest in himself and his possessions. The first story uses only one verb pattern, am with the first person singular.

The cover illustration is to be a photograph or a self-portrait of the child who owns the book.

One story is illustrated by an artist. The others are to be illustrated by the child with his own drawings.

Distinguishing Variable

The EVERYDAY TALK stories employ the child's use of got to denote possession and relationship.

I got a mama.

The SCHOOL TALK stories introduce the use of have in the same situations.

I have a mama.

ME

(One Version Only)

I am (Child's name) .
I am a (girl/boy) .
page 1

I am (age) .
I am a big (girl/boy) .
page 2

Vocabulary

I
am
a
girl
boy
big

Exploring and Deepening Understandings

Each child is a unique, precious human being with his own name, sex and age.

Names are used to identify people and objects. Some boys and girls have the same first name. We all have at least two names, our own and our family's. The same last name can belong to children who are not members of the same family. Sometimes parents and children, brothers and sisters have different last names.

Who is a girl? Who is a boy? What are some of the ways we differentiate between boys and girls? Names, clothing, toys, interests.

What do we mean by being 6 years or 7 years old? How are birthdays determined?

If the children are sophisticated enough, you might discuss what "I am" means. Was there a time when we were not? What were our mother and father, brothers and sisters doing then?

What does being big mean?

Introducing the Story

Initiate a conversation in which you and the children of the reading group identify yourselves. Tape record the conversation if possible.

Begin by saying, "I am Miss (Mrs.) ______________. I am a lady. Who are you?" Then give each child in the reading group an opportunity to identify himself. Some of the children will continue your pattern, "I am Leslie." Others will give different patterns, "I am Sterling. I like school." "I Jr."

If a tape recorder is used, tape all of the children's responses. Then on the play back, print each child's response on the board as he says it on the tape.

If a tape recorder is not used, print the child's response on the board as he makes it. This technique gives the child the opportunity to see his own words in print as he says them. Structure your questions to elicit answers duplicating Story 1. "How old are you?" "I am five." etc.

All of the sentences in the story can be introduced in this way before the group turns to the book. The sentences can also be put on the chart paper for review.

Introduce the book to the children by explaining that it is about boys and girls and that some of the pages will be for each one of them individually.

Explain further by saying, "The name of the first story is Me. When we talk about ourselves we say me or I. So this story is about each of you. We have been reading this story on the board. Now, we will read it in our book."

Point out that the a and g in the book look different from the a and g printed by the teacher. Help them to recognize both a's and g's.

As the child reads each sentence, help him to print his word on the blank line. Those who are able to print somewhat legibly should be permitted to fill in the blanks themselves from models printed by the teacher on the board or chart.

Teaching Word and Phrase Perception

Have the children make dictionary pages as discussed in the guidelines on page 10. Make the room dictionary page.

Use the phrase teaching technique discussed in the teaching guidelines on page 10.

I am
a girl
a big boy, etc.

Teach the child to recognize the beginning letter and sound of his name.

MY FAMILY

(EVERYDAY TALK and SCHOOL TALK)

I got (have) a mama.
pages 3 and 11

I got (have) a daddy.
pages 4 and 12

I got (have) a mama and a daddy.
pages 5 and 13

I got (have) a sister.
pages 6 and 14

I got (have) a brother.
pages 7 and 15

I got (have) a sister and a brother.
pages 8 and 16

I got (have) a grandmama.
pages 9 and 17

I got (have) a mama and a grandmama.
pages 10 and 18

Vocabulary

my
got
have
mama
daddy
and
sister
brother
grandmama

Exploring and Deepening Understandings

What does the word family mean?

Families differ in size and membership.

Each child belongs to a group of people called his family. Some of the people who might be in the family are mama, daddy, grandmama, brother and sister.

When we say my family, we are talking about the special group of people we belong to and who belong to us. Some of the people who might be in that group are mama, daddy, brother, sister, grandmama, aunt and uncle.

Got and have in this story mean a special kind of relationship between the child and another person.

What is each child's understanding of the word mama, daddy, grandmama, brother and sister?

What are some of the names of other relatives; uncle, aunt, cousin and grandfather. What do these people mean to each child?

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story.

> "Let's talk more about families. Who is in your family, Sue?"

Tape record the conversation or put the child's response on the board as he makes it.

If most of the children in the reading group say, "I got a mama," etc., you will use the EVERYDAY TALK story. If most of the children say, "I have a mama," etc., use the SCHOOL TALK story. It is very important, however, that you use the EVERYDAY TALK story with those children who say, "I got..."

Introduce the story in the book.

> "The name of this story is My Family. It is very much like the story we have been reading on the board.

Note the difference between the y and the t printed by the teacher and the one printed in the book. Help the children to recognize both.

Introducing the SCHOOL TALK Story

After the children have learned to read the EVERYDAY TALK story, tell them that it is an EVERYDAY TALK story. Explain to the children that EVERYDAY TALK is the kind of talk we use when we are just talking about something in which we are very interested. Tell them you are going to change the story a little to make it a SCHOOL TALK story. Explain to the children that SCHOOL TALK is the kind of talk that we are going to learn to read in school.

Print the EVERYDAY TALK story on the board. Ask the children to read the story. Print the story again on the board, next to the first story, one sentence at a time. As you print, read aloud. When you get to the verb slot, print and read have. Use a different color chalk to print the verb have.

I got a mama.	I have a mama.

After you have reprinted all of the sentences, read the entire SCHOOL TALK story.

Ask the children to compare the two stories on the board and state the difference between them.

Tell the children again that the "I got," etc. story is EVERYDAY TALK and "I have," etc. story is SCHOOL TALK.

Have the children read the SCHOOL TALK story from the board.

Help the children find the SCHOOL TALK story in their books and have them read it.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

I got
a mama
a mama and a daddy
I have
a mama and a grandmama
a sister
a brother
a sister and a brother etc.

Note that although boy and big begin with the same sound and the same letter, the rest of the letters are different. If there is a child in the room whose name begins with the sound, point this out. Help the children to think of other words that begin with the same sound. Print the words on the board; underline the b as you say the word. Do not put undue stress on the sound of b. Ask the children to read the words after you.

Print the word grandmama on the board. Ask the children to find the mama in grandmama. Have the child circle mama. Tell the children the part not circled says grand.

Print the word daddy. Ask the children to read it. Put grand in front of daddy and ask a child to read the word. Ask a child to circle daddy. You may want to do the same with granduncle and grandaunt.

Ask the children to frame mama in grandmama in their books, by putting a finger in front of the word and a finger in back of the word.

(NAME OF CHILD'S) FAMILY

(EVERYDAY TALK and SCHOOL TALK)	Vocabulary
I got (have) a (child's word).	Children's words
I got (have) a (child's word).	
I got (have) a (child's word). pages 19 and 21	
I got (have) a (child's word).	
I got (have) a (child's word).	
I got (have) a (child's word). pages 20 and 22	

There is a printing error on page 20. The text should be "I got a ____." The second page of "I got a ____" was intended for those children who have more than three members in their family. You can deal with this page in these ways:

Cross out the have and insert got if more lines are needed for the EVERYDAY TALK story.

Since the children have already been introduced to have as an alternative to got, treat this page as a SCHOOL TALK page.

Introducing the EVERYDAY TALK Story

"This story is about your own family. Tell me who is in your family, Thomas?"

Help the children print the name of one family member on the line. Other words may be used by the child like cousin, uncle, aunt and godmother in describing his family. These words should be treated as new vocabulary.

The blank page opposite page 22 may be used for an original story or a drawing of the child about his family or himself.

Introducing the SCHOOL TALK Story

Print the phrase I got a on the board. Ask someone to read it and tell if it is EVERYDAY TALK or SCHOOL TALK. Help them if they need help.

Print the phrase I have a and explain that this is SCHOOL TALK. Proceed with several sentences, then go into the book.

I got a bicycle. I have a bicycle. etc.

MY THINGS
(EVERYDAY TALK and SCHOOL TALK)

I got (have) a dog.
I got (have) a ________ dog.
pages 25 and 34

I got (have) a TV.
I got (have) a ________ TV.
pages 26 and 35

I got (have) a hifi.
I got (have) a ________ hifi.
pages 27 and 36

I got (have) a hat.
I got (have) a ________ hat.
pages 28 and 37

I got (have) cat.
I got (have) a ________ cat.
pages 29 and 38

I got (have) a cookie.
I got (have) a ________ cookie.
pages 30 and 39

I got (have) a ball.
I got (have) a ________ ball.
pages 31 and 40

I got (have) a bike.
I got (have) a ________ bike.
pages 32 and 41

I got (have) a pop.
I got (have) a ________ pop.
pages 33 and 42

Vocabulary

dog
TV
hifi
hat
cat
cookie
ball
bike
pop

Exploring and Deepening Understanding

Children own things individually (cookies, balls, etc.) and collectively (TV, hifi, etc.).

Got and have in this story means to own or possess. Sometimes things belong only to us, sometimes we share ownership.

Discuss the difference in having a pet, having a toy and having some food.

Discuss the different kinds of dogs, cats, TV's, hifis, cookies, balls, bikes and pop.

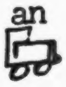
> "What is a hifi?" "What are other names for the object on page 27?" "Record player, phonograph, stereo."

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story.

> "Tell me about some of the things you have at home."

Tape record the conversation or put the child's response on the board as he makes it, "I got a new TV at home." Teach the sentences that are recorded that are also part of the story in the book.

The children may also talk about other possessions. Save these sentences for another lesson or duplicate them and give them to the children as an independent reading lesson on the form of a picture story. "I got a  etc.

Introduce the story in the book.

> "The theme of the story is My Things. We have been talking, listing and reading some of our things on the board. Let's read about some of our things on the board. Let's read about some of our things in our books."

This story lends itself to dialogue reading particularly between two or more children.

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story on the board a sentence at a time. Have the children label it EVERYDAY TALK. Then print the SCHOOL TALK version beside it. Use a different color chalk for have. Go through the whole story and then help the children find the story in their books.

I got a dog.	I have a dog.
I got a funny dog.	I have a funny dog.

MY FAVORITE THINGS
(EVERYDAY TALK and SCHOOL TALK)

Vocabulary

Children's Words

I got (have) a ______________.
I got (have) a ______________.
I got (have) a ______________.
I got (have) a ______________.
pages 45 and 49

I got (have) a ______________.
I got (have) a ______________.
I got (have) a ______________.
I got (have) a ______________.
pages 46 and 50

I got (have) a ____________
and a ____________________.
I got (have) a ____________
and a ____________________.
pages 47 and 51

I got (have) a ____________
and a ____________________.
I got (have) a ____________
and a ____________________.
pages 48 and 52

Exploring and Deepening Understanding

Each child has his own favorite belongings. Let each person in the reading group name his own favorites.

Introducing the EVERYDAY TALK Story

> "This story is about your own special things. You tell me what you want to say and I'll help you print it in your book."

On the first two pages, the child tells one favorite thing he has. On the last two pages, he lists two things he has in one sentence. The child does not have to use all of the sentences.

The blank page opposite page 52 may be used for an original story or drawing of the child.

Introduce the SCHOOL TALK Story

Introduce the SCHOOL TALK story as described previously in this unit.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

a dog   a brown dog   etc.

Review the beginning sounds of boy and big. Do ball and bike begin with the same sound? Ask the children to think of other words that begin like boy, big, ball and bike. Put the words on the board, underlining the b as you say the word.

Use the same procedure with girl - got, dog - daddy, hifi - hat - have, cat - cookie, my - mama.

Be sure to use the words that the children have included in the stories as well as the names of the children in the room.

Point out to the children that brother begins with a b like boy and that r in brother makes a difference. The children may have used brown. Say brother and brown so they can hear the same beginning sound. Help the children think of other words that begin like brother - brush - broadcasting - broke - brake and brick.

You may decide to discuss grandmama in the same way.

To introduce the rhyming words, begin,

> "Some words sound alike at the beginning but some don't. Say cat and hat. Do they sound alike in the middle and at the end? They are rhyming words."

Help the children think of other words like cat and hat. Put the words on the board and underline the part that is alike in each word.

Teach the children that s at the end of nouns usually means more than one.

> "When we talk about only your dog, Sarah, we say dog. When we talk about Sarah's and Johnny's and Sur's dogs, we say dogs."

Elaborate further if necessary. Draw a picture of one object on the board and name it. Then draw a picture of two or more of the same objects and name it using the plural form.

Suggested Worksheets for Reading Skills

The teacher should expand according to the needs of the class.

Worksheets which give practice in recognizing letter forms.

A	A A V H

f	f h f f k

AT	TA AT AT

ab	ab ba ab

Worksheets which give practice in recognizing the word forms:

Draw a box around the word like the word at the top of the box.

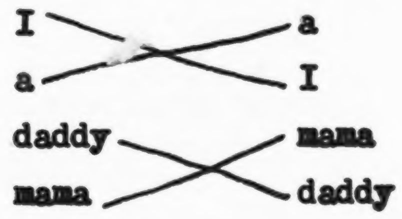
got	
got	gum

I	
I	a

Draw a line under the words that look like the first word.

hat	hat got hat hat

Match the two words that are just alike.



Suggested Worksheets for Reading Skills

Worksheets which give practice in attaching meaning to words.

I am (Child Prints Name)__________.

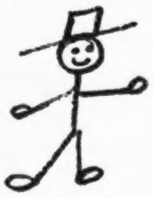
I am a (boy/girl)__________________. (Child circles right word.)

I am (6 - 7 - 8) years old. (child circles right number).

I am a big (boy/girl). (Child circles right word.)

Draw a circle around the word that belongs to the picture.

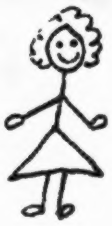
[✓ a daddy]



a mama

Draw a circle around the word that belongs to the picture.

I got a



[✓ mama.] daddy.

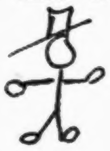
Worksheets which give practice in recognizing words that begin with the same letter and sound.

Draw a circle around the words that begin like the letter at the top of the column.

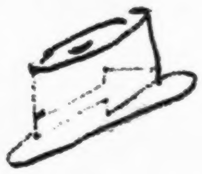
Gg	Bb	Br br
cookie	Bike	bike
got	daddy	Brother
hifi	baby	brown
Girl	mama	grandmama

Circle the word that belongs in the sentence.

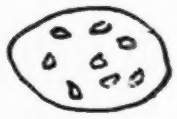
I got a h _ _.



daddy



hat



cookie

Worksheets which give practice in recognizing words that end with the same letter and sound.

cat	bike
hat	like
big	brother
bat	Mike
have	girl

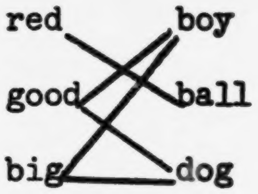
Worksheets which give practice in recognizing the components of compound words.

Circle the word that belongs in the blanks

Grand _ _ _ _   [✓ mama]   cookie

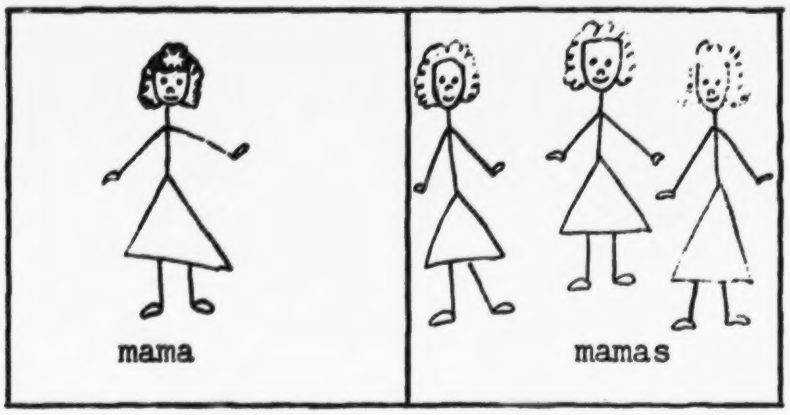
Grand _ _ _ _ _   hat   [✓ daddy]

Match the two words that go together. There are many right responses.

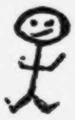
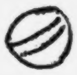
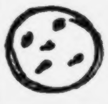


Worksheets which give practice in recognizing the plural of nouns.

Draw the picture that illustrates the word.



Worksheets which give practice in classifying words according to family, possessions and food.

daddy	mama
bike	hat
dog	cookie

Worksheets which give practice in recognizing the same words in both lower case and capital letters.

MAMA GOT
GOT MAMA

mama Got
got Mama

mama GOT
got MAMA

mama got
got mama

If possible use a primary typewriter as well as hand printing words in which the letters are of a different shape — a ɑ g ɡ y y t t.

Verb Chart

I have

1. boy dog I	2. sister grandmama mama	3. girl boy daddy	4. am TV sister	5. got grandmama girl	6. brother pop daddy
7. hat pop cat	8. cookies hifi TV	9. hifi am I	10. and got am	11. sister daddy dog	12. pop brother ball
13. girl big a	14. daddy boy dog	15. cookie hat mama	16. I a got	17. mama grandmama a	18. my am a
19. ball bike cookie	20. dog boy I	21. I'm grandmama girl	22. have hat got	23. hat hifi have	24. Child's words

Book 1 - Word Test
The underlined word is the test word.

1. a girl a hat a boy	2. I am big a mama and a daddy I got a	3. a mama a grandmama a daddy	4. a TV a dog a hifi
5. a dog a girl a boy	6. a red pop a blue ball a pretty hat	7. I am I got I'm a girl	8. a mama a cookie a sister
9. a mama a daddy a dog	10. a sister a mama a grandmama	11. a cookie a grandmama a brother	12. a hat a hifi a boy
13. a bike sister cookies a ball	14. a ball a hifi a hat	15. a daddy a big dog a pop	16. I have a hat I am

Book 1 - Phrase Test

The underlined word is the test word.

ALL ABOUT ME AND MY FAMILY

Book 2

All About Me and My Family

	Page Children's Books	Teacher's Guide
In My Family.	1	34
I Got (Have) A Family	15	37
I Like My Family.	25	39
My Family and My Things	39	42
More About My Things	49	45

Summary

Book 2 is an expansion of Book 1.

The stories are illustrated by an artist's drawings, photographs and the child's own drawings.

Distinguishing Variables

The EVERYDAY TALK stories omit is and are in simple statements.

My mama she in my family.

The SCHOOL TALK stories emphasize the use of is and are in simple statements.

My mama she is in my family.

The pronouns will remain in the sentences here because the child's attention will be primarily directed to is and are.

IN MY FAMILY

(EVERYDAY TALK and SCHOOL TALK)

Vocabulary

family
he
is
in
she

I got (have) a family.
pages 1 and 8

I got (have) a daddy.
My daddy he (is) in my family.
pages 2 and 9

I got (have) a mama.
My mama she (is) in my family.
pages 3 and 10

I got (have) a grandmama.
My grandmama she (is) in my family.
pages 4 and 11

I got (have) a sister.
My sister she (is) in my family.
pages 5 and 12

I got (have) a brother.
My brother he (is) in my family.
pages 6 and 13

I got (have) a ___________.
(child's word)
My (child's word) (is) in my family.
pages 7 and 14

Exploring and Deepening Understandings

Children belong to families composed of parents, siblings and other people. Families are alike and different.

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story.

> "What one word can you think of that would mean your daddy, your mama, your sisters and your brothers?" Tell them if they don't know. "Family, almost everyone has a family. Who do you have in your family?"

Tape record the conversation or put the child's response on the board as he makes it.

You may find that the "My mama she" pattern is common to the group. However, if the pattern is not used at all, block out the pronoun by circling it or blackening it. By circling the word, it can be taught as an alternative to the noun phrase as *she* (is) in my family.

Introduce the book and the EVERYDAY TALK story in the book.

> "The name of the story is *In My Family*. It is very much like the story we have been reading on the board."

The last page of the story is for the child to fill in with his own words and illustrations.

Introducing the SCHOOL TALK Story

After the children have learned to read the EVERYDAY TALK story, label it EVERYDAY TALK. Tell them you are going to change the story a little to make it SCHOOL TALK.

Print the EVERYDAY TALK story on the board, a page at a time. Ask the children to read it. Print the story again next to the first one, a sentence at a time. Beginning with the second page, change it to SCHOOL TALK by inserting *is* at the same time saying *is*. Use a different color chalk for the verb.

I got a daddy.	I *have* a daddy.
My daddy he in my family.	My daddy he *is* in my family.

If "my daddy he" is the pattern of the EVERYDAY TALK story, do not omit the "he" in the SCHOOL TALK rewriting. The pronouns *he* and *she* are retained in the SCHOOL TALK story so that those children who use this pattern will be introduced to just one change, from "he in" to "he is in." It is also retained to strengthen the children's understanding of the relationship between a pronoun and a noun.

After the entire story has been printed in SCHOOL TALK, read the story to the children. Ask the children to read the SCHOOL TALK story. Then ask the children to compare the stories and point out the difference between them. Help the children "label" each story.

Help the children find the SCHOOL TALK story in their books and have them read it. The last page of the story is for the child's own words as already used in the EVERYDAY TALK story. Look on page 7 and insert them in the correct spaces on page 14 being careful to include the SCHOOL TALK verb. The story will then be in EVERYDAY TALK and in SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

in my family
my daddy he
my brother
my mama she is
my mama is
she is
etc.

Review the beginning sounds introduced, b - br - and gr. Add d, (daddy). Think of others. Use children's names.

Review the lessons on rhyming words. Tell the children that he and she are rhyming words. Ask them to name other words that end like he and she. Put the words on the board and underline the part that is alike in each word.

In the lessons on rhyming words, be on the alert for words the children give that do rhyme but are not spelled the same. Accept these words as rhyming words. If you put them on the board, make a separate list and point out to the children that the spelling is different, although the words rhyme.

I GOT (HAVE) A FAMILY

(EVERYDAY TALK and SCHOOL TALK)

Vocabulary

are

My daddy and my mama (are) in my family.
pages 15 and 19

My sister and my brother (are) in my family.
pages 16 and 20

My grandmama and me (I) (are) in my family.
pages 17 and 21

My (Child's word) and my (Child's word)
(are) in my family.
pages 18 and 22.

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story.

> "Name two people who are in your family?" "What are some of the things they do together?"

Tape record the conversation or put the child's response on the board as he makes it. Save the different combinations of relatives for another story-- "My daddy and my uncle," "My mama and my brother.", etc.

Introduce the EVERYDAY TALK story in the book. The last page is for the child's own words.

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story on the board, a page at a time. Print the story again next to the first one, a sentence at a time, changing it to SCHOOL TALK by inserting are and at the same time saying are. Use a different color chalk for the verb.

> My daddy and my mama in my family.
>
> My daddy and my mama are in my family.

Some children may have the tendency to use is in the SCHOOL TALK version. Emphasize that you are talking about two or more people and in the SCHOOL TALK story, the difference is the use of are.

The last page of the story is for the child's own words changed into SCHOOL TALK.

Teaching Word and Phrase Perception

Teach the phrases in the story.

my grandmama and me
my sister and my brother
in my family
are in my family.
etc.

Point out to the children that the new word me rhymes with he and she.

Review consonant sounds. Add m (mama). Think of other words that begin with the sounds. Use children's names.

I LIKE MY FAMILY

(EVERYDAY TALK and SCHOOL TALK)

My daddy he (is) strong.
My daddy he (is) (child's word).
pages 25 and 31

My mama she (is) pretty.
My mama she (is) (child's word).
pages 26 and 32

My grandmama she (is) old.
My grandmama she (is) (child's word).
pages 27 and 33

My sister she (is) a girl.
My sister she (is) (child's word).
pages 28 and 34

My brother he (is) funny.
My brother he (is) (child's word).
pages 29 and 35

(Child's sentences about relatives)

____

____

Vocabulary

strong
pretty
old
funny

Exploring and Deepening Understandings

The members of our families are different in many ways.

What does strong mean? Who do you know that is strong? How do you know they are strong?

Is mama pretty because she's good to you or because she looks good to you or both?

How old is old? Is your grandmama really old or do you have a young grandmama?

Who is the funniest person in your family? Why do you think he is the funniest?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "I've never met your daddy. Tell me something about him so I'll know him when I do meet him. How does he look?" (Or use other male relatives)

Tape record the conversation or put the child's response on the board as he makes it.

Refer to the earlier discussion of the patterns, "My mama she."

Introduce all of the sentences in the story before turning to the book.

Introduce the story in the book.

> "The name of the story is I Like My Family. It is very much like our story on the board."

If a child does not have the relative named, permit him to substitute another person. Cross out or blacken the word in the book and write the substituted word above it.

Tell the children that they are to think of a word that tells about the person whose name is in the book and you will help them print it on the blank line on the page.

The last page of the story is for the child's own sentences. The sentence pattern in the story should be used.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story the children have learned to read as EVERYDAY TALK.

Print the EVERYDAY TALK story on the board page by page. Ask someone to read it. Ask if anyone remembers how the previous EVERYDAY TALK stories were changed to SCHOOL TALK stories.

Let the children help you as much as possible in determining how to make the EVERYDAY TALK sentence a SCHOOL TALK sentence. Write the first sentence of the EVERYDAY TALK story. Insert is and read the sentence as SCHOOL TALK. If the pronoun was retained in the EVERYDAY TALK story, retain it in the SCHOOL TALK story. Continue this procedure with the rest of the story.

My daddy he (is) strong.

After the entire story has been written in SCHOOL TALK, read the story to the children. Then ask the children to read the story. Ask them to explain again how the difference was made between EVERYDAY TALK and SCHOOL TALK.

Help the children find the story in their books. Help them fill in the blank lines with the words to describe a relative that they used in the EVERYDAY TALK story. The last page is for the child's own sentences changed from the EVERYDAY TALK into SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

he strong
she pretty
she pretty
he is funny
etc.

Review the beginning sounds introduced.

Help the children note that family and funny begin with the same sound. Ask the children to think of other words that begin with the same sound. Print the words on the board underlining the f as you say the word. Ask the children to read the words after you. Be sure to include the names of all the children whose name begin with the letter F.

Guide the children in noting that family, daddy, pretty and funny end with the same sound. If there is a Johnny or a Mary in the room ask those children if their names end with the sound. Ask the children to think of other words that end with the sound.

MY FAMILY AND MY THINGS

(EVERYDAY TALK and SCHOOL TALK)

Vocabulary

good
loud
red

My daddy he (is) good.
My strong daddy he (is) good.

My mama she (is) funny.
My pretty mama she (is) funny.
pages 39 and 43

My grandmama she (is) pretty.
My old grandmama she (is) pretty.

My family (is) funny.
My loud family (is) funny.
pages 40 and 44

My hat (is) big.
My red hat (is) big.

My cat (is) a boy cat.
My (child's word) cat (is) a boy cat.
pages 41 and 45

(child's sentences)____________

____

____

____

pages 42 and 46

Exploring and Deepening Understandings

The child's relatives and belongings can be described in a number of different ways; by physical and emotional attributes.

What does good mean? What is a good child, a good adult, good candy or cookie, a good story or TV show, a good time?

What is loud in our room? Who is loud in our room? When are we the loudest? What else is loud? What about at home? What is loud at home?

What is red? Name some red things in our room.

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story.

> "Sometimes we can use two or three words that tell about our daddy or mama. For example, we can say 'My mama she is funny.' 'My pretty mama she is funny." How many different things did I say about mama?" Give other examples, then, "Larry, tell me two different things about your sister."

Tape record the conversation. You may not get the pattern of the second sentence, my strong daddy etc. Therefore, be sure to print the sentences on the board before introducing them in the book.

After the first two sentences have been introduced on the board tell the children -- "We learned two things about our daddy in these sentences, didn't we? What are the two different things we learned? He is good and he is strong. We learned about these two things in this sentence, didn't we?" Point to the second sentence. "Let's make up a couple of sentences like this about our daddies. What about -- "My old daddy he strong." Print this sentence and the children's sentences on the board. Use the same procedure with the remaining sentences of the story.

The pronoun it is omitted to prevent difficulties the children might have in distinguishing between it and is.

Introduce the story in the book.

On page 41 the children are asked to describe the cat. On page 42 they are asked to compose two sentences of their own using the patterns of the other sentences in the story.

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story on the board page by page. Ask the children to read it.

Ask the children to help you write the SCHOOL TALK version by telling you what verb to put in as you rewrite the sentences.

Have the children find the story in the book and read it.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

My loud family　　a boy cat　　my red hat

etc.

Review the beginning sounds introduced- b - g - d - m - f - h - br. Use the words the children have put in their stories, also, as well as their names.

Guide the children in noting that and, good, loud, old and red end with the same letter and the same sound. Use the same procedures as used with the beginning letters and sounds.

MORE ABOUT MY THINGS

(EVERYDAY TALK and SCHOOL TALK)	Vocabulary
My TV and my hifi (are) loud. My TV and my hifi (are) (child's word). pages 49 and 54	blue children's words
My cookie and my pop (are) good. My cookie and my pop (are) (child's word). pages 50 and 55	
My bike and my ball (are) blue. My bike and my ball (are) (child's word). pages 51 and 56	
My dog and my cat (are) boys. My dog and my cat (are) (child's word). pages 52 and 57	

Introducing the EVERYDAY TALK Story

The sentence patterns of this story are like those of the third story, "My daddy he (is) strong" the difference being a plural subject rather than a singular one.

Initiate a conversation to introduce the story.

"Name two things in your house that are loud."

Tape record the conversation or put the child's response on the board as he makes it. If the children name other things in addition to those printed in the book, print these sentences on chart paper for other lessons.

Introduce the story in the book. Point out to the children that both the TV and hifi are loud, etc. Ask them to tell something else that is true about both the TV and hifi, etc.

This story is suitable for dialogue reading.

Introducing the SCHOOL TALK Story

Introduce the SCHOOL TALK story as described in story 2. Only this time, print the EVERYDAY TALK story on the board a page or two at a time leaving a space for the verb are. Have the pages read. Now ask the children to help you turn the EVERYDAY TALK into SCHOOL TALK. Insert the verb with different color chalk. Read the SCHOOL TALK version. Help the children find the story in the book.

Teaching Word and Phrase Perception

Teach the phrases in the story.

my TV and my hifi
my pop good
my dog and my cat
are loud
are blue
etc.

Review the beginning and ending sounds introduced.

Suggested Worksheets for Reading Skills

The teacher should expand and extend the examples to meet the needs of the class. Always be sure that the children understand what to do.

Worksheets which give practice in recognizing letter forms.

S	C	S	G	S

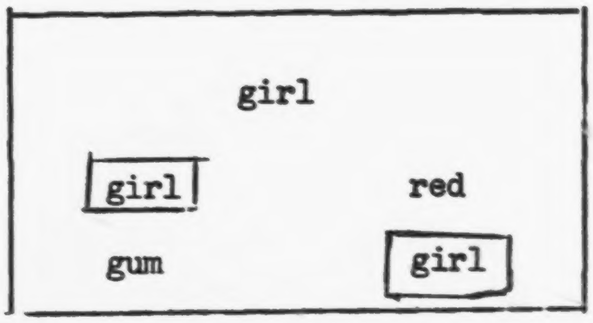
o	a	e	o	a	o	e

GO	OG	OG	GO	GO

hi	ih	hi	hi

Worksheets which give practice in recognizing word forms.

Draw a box around the words that look like the word at the top.



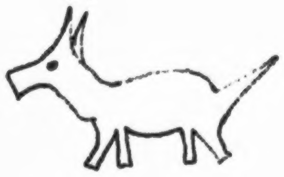
girl

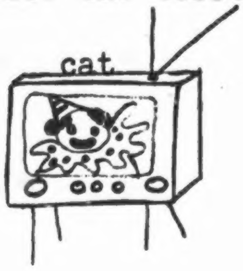
girl red

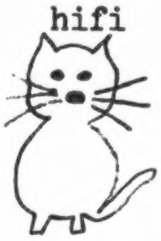
gum girl

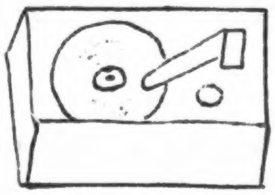
Cut and paste or write the correct word under the picture.

TV cat hifi dog









Circle the right word.

My pop ______ good is are

My cookie and pop _____ good. is are

Worksheets which give practice in recognizing words that begin with the same letter and sound.

The first sheet reviews the sounds of two letters already learned and includes pictures of objects that begin with the sound. The second worksheet has a few pictures for each sound that the children will cut out and paste on sheet 1. The teacher should use other appropriate materials, also.

Worksheet I		Worksheet II	
F f	G g	picture	picture

Use suggestions in Book 1.

Worksheets which give practice in recognizing words that end with the same letter and sound.

pretty	he
girl	hat
daddy	she
funny	me
loud	sister

Worksheets which give practice in classifying. Begin with two categories. Underline the correct word or make one list and place words in proper categories.

colors	family	tells about
strong	mama	brown
red	old	daddy
pretty	blue	brother
funny	good	sister

Match the two words that are just alike

old sister   my is
sister old   in my
pretty pretty   is in

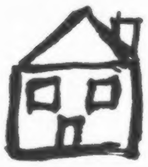
Worksheets which give practice in attaching meaning to words.

Put a line under the word that belongs in the blank or fill in the blank.

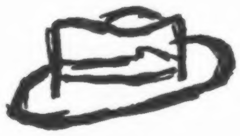
My mama ________ good.
[✓ is] in

My sister she ________ a girl.
[✓ is] in

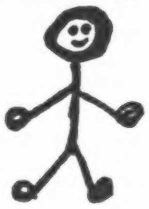
Draw a circle around the words that belong to the picture.



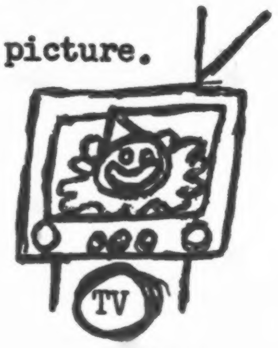
[✓ In my house]
In my TV



[✓ hat]
girl



she
[✓ boy]



[✓ TV]
sister

Match the words that might belong together.

sister strong   hat loud
daddy pretty   TV old
mama a girl   hifi good
brother funny   cookie pretty

Match the words that belong together.

sister he   Susie he
daddy she   Michael she
(names of the pupils in the class)

Have the boys and girls substitute words within a phrase.

cat dog blue ball

My red hat.
My ____ hat.

picture

My red hat.
My red ______

Worksheets which give practice in recognizing the same words in both lower case and capital letters. Try to use a primary typewriter as well as hand printing.

GIRL	FAMILY	family	GIRL
FAMILY	LOUD	girl	FAMILY
LOUD	GIRL	loud	LOUD

Family	girl	girl	family
Girl	loud	loud	loud
Loud	family	family	girl

Follow written directions which use vocabulary words.

1.	2.
3.	4.

1. Draw a mama. 2. Draw a brother.
3. Draw a cookie 4. Draw a red ball. etc.)

I	am
he	is
she	is
it	is
we	are
you	are
they	are

Although the children have not yet had all of the distributions, include them in the chart.

1. family funny hat	2. hifi in loud	3. mama dog red	4. he she sister	5. old loud dog	6. daddy pretty cookies
7. is in she	8. daddy family funny	9. hat he she	10. got good blue	11. are funny hifi	12. pop good daddy
13. is sister strong	14. loud cookies pretty	15. grandmama strong sister	16. red are am	17. Child's words	18. Child's words

Book 2 - Word Test
The underlined word is the test word.

1. in my family in my hat is my family	2. he pretty she pretty she funny	3. are loud is a pop in a girl	4. she sister she strong he strong
5. my TV pretty my TV funny my TV old	6. is loud is pretty is daddy	7. sister old she old she good	8. a girl dog a old dog a boy dog
9. is green is good he good	10. a girl dog a brown dog a girl hat	11. is funny in funny is family	12. my blue my pretty my old
13. is hat is loud are funny	14. my cookie my funny my sister	15. In my pop is my pop in my dog	16. he strong he is strong is blue

Book 2 - Phrase Test
The underlined word is the test word.

IN MY HOUSE AND IN MY SCHOOL

Book 3

In My House and In My School	Page Children's Book	 Teacher's Guide
Who Live (s) In My House	1	55
Work and Play	13	58
In My House	22	61
In My School	31	64
In My Schoolroom	41	66
"We Like To . . ."	52	68
"They Like To . . ."	65	70

Summary

Book 3 explores with the child the people who live with him and work with him in school. The stories are illustrated by an artist's drawings, the children's own drawings and photographs.

Distinguishing Variable

The EVERYDAY TALK stories employ the child's pattern of one generalized verb for all subjects in the present tense.

My sister live in my house.

The SCHOOL TALK stories emphasize the use of "-s" with the verb of the third person singular, present tense.

My sister lives in my house.

2

WHO LIVE(S) IN MY HOUSE

(EVERYDAY TALK and SCHOOL TALK

I got (have) a house.
   pages 1 and 6

I live in my house.
My baby and my mama live in my house.
   page 2 and 7

My daddy live (lives) in my house.
My grandmama live (lives) in my house.
   pages 3 and 8

My sister live (lives) in my house.
My brother live (lives) in my house.
   pages 4 and 9

My (child's word) live (lives) in my house.
   pages 5 and 10

Vocabulary

house
live(s)
baby

Exploring and Deepening Understandings

Some members of the family live together.

The word live as it is used in this story means to reside in. What goes on in your house? Who lives in your house? What kind of house do you have? Discuss apartment buildings, project buildings or high rises as well as houses.

The children often speak of the building in which they live as "my house" whether it belongs to their parents or not.

They also refer to baby brothers and sisters as "my baby."

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "My two children and I live in my house. Who lives in your house, Frank?"

Tape record the conversation or print the child's response on the board as he makes it.

On page 2 the same verb is used in EVERYDAY TALK and SCHOOL TALK. "I live in my house." The remaining sentences of the story introduce the "-s" ending of the third person singular.

Introduce the book and the first story. The last page of the story gives the child an opportunity to name a favorite or non-favorite person who lives in their house.

Introducing the SCHOOL TALK Story

After the children have learned to read the EVERYDAY TALK story, tell them it is an EVERYDAY TALK story. Tell them you are going to change the story a little to make it a SCHOOL TALK story.

Print the EVERYDAY TALK story a page at a time on the board. Ask the children to read the story. Print the story again on the board, next to the first story, one sentence at a time. As you print, read. When you get to the verb slot of the two sentences on page 7, print and read live. Stop there and have the children compare the two stories. Help them determine that the EVERYDAY TALK sentences and the SCHOOL TALK sentences are the same. You may then erase those sentences or draw a line under them.

Then continue with, "My daddy lives in my house" on page 8. Print the sentence next to the EVERYDAY TALK sentence, reading as you print. As you print and read lives use a different chalk for the "-s."

My daddy live in my house.	My daddy lives in my house.

Print the entire SCHOOL TALK story on the board including the "I live" and My baby and my mama live" sentences. Explain that sometimes EVERYDAY TALK and SCHOOL TALK are the same. Have the children read the SCHOOL TALK story from the board.

Help the children find the SCHOOL TALK story in their books and have them read it.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story and those that can be written from known words.

in my house

my baby

I live

etc.

baby brother

Review the beginning and ending sounds introduced.

Review the rhyming words introduced - fat, hat; he, she, me.

WORK AND PLAY

(EVERYDAY TALK and SCHOOL TALK)

My daddy work (works).
He work (works) in my house.
pages 13 and 17

My mama work (works).
She work (works) in my house.
pages 14 and 18

My baby play (plays).
She play (plays) in my house.
page 15 and 19

My brother play (plays).
He play (plays) in my house.
pages 16 and 20

Vocabulary

work(s)
play(s)

Exploring and Deepening Understandings

The people in the child's house do many interesting things.

In this story, *work* refers to labor in the home. Discuss with the children the different kinds of work that mama and daddy do in the house.

What kind of play is done in the house? Do big and little brother play differently than the baby?

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story.

> "What are some of the things your daddy does in your house, Craig? Your mama? Some of the things that you mentioned your parents do can be called *work* (put the word on the board) and some of the things can be called *play* (put the word on the board). What are some of the things your brother, your sister, or your baby do in your house?" "Some of the things you mentioned they do can be called *work*, some, *play*." Go over the activities again and underline *work* and *play* as the children decide the proper category.

Tape record the conversation or record the responses of the children on the board that include work or play. If there are no work and play sentences, print "My daddy work" on the board and read it to the children.

If any of the children say, "My daddy he work," print the sentence on the board as given. Circle the "he" and tell the children that your are going to remove "he" and put it in another place. Then bring "He work in my house" under "My daddy he work." Tell the children that it is not necessary to use both "my daddy" and "he" right next to each other in the same sentence, that the "he" can be carried over to the next thought or expression. Erase the "he" and move "work" over to read "My daddy work."

Do not make an issue of the fact that some of the children will probably continue to say the pronoun even though it is no longer there. Point out that they must insert it if they are going to read it.

Teach all of the sentences included in the story on the board before going to the book.

Introduce the story in the book.

Introduce the SCHOOL TALK Story

After the children have learned to read the EVERYDAY TALK story label it EVERYDAY TALK. Ask the children if they remember how the first story in the book was changed to SCHOOL TALK.

Print the EVERYDAY TALK story on the board. Let the children help you change each EVERYDAY TALK sentence into SCHOOL TALK. Reprint each sentence and insert "-s" (in a different color) to make the sentence SCHOOL TALK.

My daddy work.	My daddy works.

Have the children read the SCHOOL TALK story from the board.

Help the children find the SCHOOL TALK story in their books and read it.

Remind them again about the elimination of the pronouns.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story and those that can be written from known words.

He work   she plays   play ball

he works   she play   my house   etc.

Review the beginning and ending sounds introduced.

b g d c m f h   br   gr   m, d, y

Point out to the children that work and word begin with the same sound. If there is a Willie or Wilma in the room, use their names also. Help the children think of other words that begin like word and work.

Review the rhyming words introduced.

he   she   me   fat   hat   etc.

Begin with known word, ball. Substitute initial consonant sound b with c, f and h to make new words. call, fall, hall

IN MY HOUSE

(EVERYDAY TALK and SCHOOL TALK)

My grandmama cook (cooks).
She cook (cooks) greens.
She cook (cooks) (child's word).
pages 22 and 26

My sister eat (eats).
She eat (eats) greens.
She eat (eats)(child's word/phrase).
pages 23 and 27

My brother fight (fights).
He fight (fights) my cousin.
He fight (fights) (child's word/phrase).
pages 24 and 28

My baby sleep (sleeps).
He sleep (sleeps) in my house.
He sleep (sleeps)(child's word/phrase).
pages 25 and 29

Vocabulary

cook(s)
greens
eat(s)
fight(s)
cousin
sleep

Exploring and Deepening Understandings

What are some of the things grandmama or mama do when they cook?
What are some of the things you need in order to cook?

What are greens? Although the children are familiar with the term, they may not know that the leaves of several root vegetables as well as leafy vegetables are referred to as "greens."

Do you like to eat greens? What else do you eat? What does your baby eat?

Why do people fight? How do people fight - physically, verbally?
How do you feel about fighting?

Who is a cousin? Do you have one?

Every night we go to sleep. What do you think happens when we sleep?

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story.

> "Who cooks in your house, Donna? Does grandmama cook sometimes? What does she cook? Who eats what she cooks?"

Tape record the conversation or print the responses on the board as the child says, "My mama cook" or My daddy cook," etc... If a child uses "my mama she" use the procedures discussed in the previous story.

Teach the sentences in the story on the board before turning to the book.

Introduce the story in the book.

> "The name of the story is In My House. It tells about some of the things that happen in our homes."

Tell the boys and girls that the last sentence will include their own word or words. These sentences may be composed as a group project or as an individual one.

Introducing the SCHOOL TALK Story

Ask the children if they can help you change the EVERYDAY TALK story to SCHOOL TALK.

Print the EVERYDAY TALK story on the board. Leave a space for the inclusion of the "s" on the verb in the EVERYDAY TALK version. Read the story from the board. Go on to the story in the book.

Teaching Word and Phrase Perception.

Have the children make dictionary pages.

Teach the phrases in the story and those that can be written from known words.

my cousin　　cook greens　　sleeps in my house　　etc.

Review the beginning and ending sounds introduced. Add the new vocabulary.

Point out to the children that even though greens begins with the same letter as got and girl it does not begin with quite the same sound. The "r" next to the "g" changes the sound. Tell the children that grandmama is a word that begins with the same sound and the same letters as greens. Help them think of other words that begin like greens. grass, grade, grab, grasshopper, grease, etc.

Help children note that got, hat, cat, eat and fight end with the same sound and letter. Have them think of other words that end like those words.

Ask the children to tell what they know about the sounds of the two words cook and book as an introduction to a lesson on rhyming words. Help them think of other words that rhyme with cook and book. Put the words on the board and underline the part that is alike in each word.

cook
book

crook
hook

look
took

IN MY SCHOOL

(EVERYDAY TALK and SCHOOL TALK)

I work.
I work in my school.
pages 31 and 36

(child's name) and (child's name)
eat.
(child's name) and (child's name)
eat cookies in my school.
pages 32 and 37

(child's name) sleep (sleeps).
She sleep (sleeps) in my school.
pages 33 and 38

(Cooks' name) cook (cooks).
She cook (cooks) in my school.
pages 34 and 39

(Custodian's name) work (works).
He work (works) in my school.
pages 35 and 40

Vocabulary

school
children's words

Exploring and Deepening Understandings

Children and adults at school engage in different activities, some of which are similar to the activities in the homes.

What do you think about when you hear the words "in my school?"
What goes on in our school?

Work in this story refers to the reading and writing done in the classroom. Discuss with the children the different kinds of work they do in school.

Discuss the roles of the cook and the custodian at school. Is their work similar to the work of the parents at home? How is their work different?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "What are some of the things you do at school, Lloyd? What are other things that happen in our school? Who cooks in our school? Who does the hard work in our school after we are gone? Who repairs things for us?"

Tape record the conversation or record the responses on the board. Those sentences given that are not part of the story can be written on chart paper for another reading lesson.

Since all of the words except school are familiar to the children, you may decide to go directly to the book after the conversation about school activities. The photographs should stimulate further thought and discussion. Tell the children they are to name the people who are seen in the pictures and described in the text. Use the names of actual school workers.

Introducing the SCHOOL TALK Story

Use the procedures described in "Who Lives In My House." Point out to the children the EVERYDAY TALK sentences and the SCHOOL TALK sentences that are alike. (pages 31 and 32)

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story and those that can be written from known words.

I work   in my sleep   etc.

Very often rearrange known words to make new phrases or sentences for sight reading such as:

in my hat   My cat sleeps in my hat
A big boy is loud.   etc.

Review rhyming words.

cat - hat   he - she - me   cook - book
call - ball - fall - hall   hook - crook   etc.

IN MY SCHOOLROOM

(EVERYDAY TALK and SCHOOL TALK)

(child's name) fight (fights)
He/she fight (fights) in my school.
pages 41 and 46

(child's name) read (reads).
He read (reads) a pretty book.
pages 42 and 47

(child's name) write (writes).
She write (writes) her ABC's.
pages 43 and 48

I color.
I color my work.
pages 44 and 49

(Child's story)______________________________

____

____

____

pages 45 and 50

Vocabulary

read(s)
book
write(s)
her
ABC's
color

Exploring and Deepening Understandings

Initiate a conversation.

In the course of a day at school, many activities take place. Which ones do you like the best?

In the previous discussion of activities in school, the children have most likely brought out the activities focused on in the story. If you have printed the sentences on chart paper you can use these as an introduction to the story in the book.

On the first page of the story the child decides whether he wants to name a boy or a girl. He then chooses the appropriate pronoun and crosses out or blocks out the inappropriate pronoun. The other two sentences require a boy's name and a girl's name respectively.

The last page of the story has lines for the child to write his own two sentences about himself or a classmate.

Teaching Word and Phrase Perception

Have the children make dictionaries.

Teach the phrases in the story and those that can be written from known words.

a pretty book   a cookbook   etc.

Review beginning and ending sounds introduced. Introduce the beginning sound of read and red. Help the children to think of other words that begin like read and red. Point out to the children that write sounds like read and red initially but that the beginning letter is different.

Review compound words. The following compound words come from the vocabulary that has been introduced. Have the children frame and identify the small words in the big words or circle them. See procedures suggested for the story "My Family," book 1.

cookbook

schoolbook

playhouse

asleep

greenhouse

schoolhouse

schoolgirl

schoolboy

"WE LIKE TO ..."

(EVERYDAY TALK and SCHOOL TALK)

My mama cook (cooks).
She like (likes) to cook.
pages 52 and 58

My baby color (colors).
He like (likes) to color.
pages 53 and 59

My daddy read (reads).
He like (likes) to read.
pages 54 and 60

My sister sleep (sleeps).
She like (likes) to sleep.
pages 55 and 61

I like to (child's word).
I like to (child's word).
pages 56 and 62

Vocabulary

like (s)

Exploring and Deepening Understandings

In their free time people usually do the things they enjoy most.

Each member of the family has his favorite activity.

The child knows what these favorite activities are just as his family knows what his favorite activities are.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "What does each member of your family like to do when he/she can d anything he/she likes?"

Tape the conversation or write the childrens responses on the board o chart. Use the subjects in the story.

Introduce the story in the book. This story is suitable for dialogue reading.

The last page may be used as a review or as free expression for the children.

Introducing the SCHOOL TALK Story

Write the EVERYDAY TALK story on the board and have the children help you change it to SCHOOL TALK. Use the procedures described previously. Point out to the children that "I like" is both EVERYDAY TALK and SCHOOL TALK.

Read the story in the book.

Teaching Word and Phrase Perception

Have the children make dictionaries, if necessary.

Teach the phrases in the story and those that can be written from known words.

I like	to sleep	to write	baby color
	baby colors	etc.	

Review the beginning sound of live and like. Help the children think of other words that begin like live and like. List the words on the board and underline the l.

Review rhyming words introduced.

Review ending sounds introduced. Introduce the ending sound of - bike, work, cook, book, like.

"THEY LIKE TO ..."

(EVERYDAY TALK and SCHOOL TALK)

Vocabulary

they

My cousin and brother fight.
They like to fight.
page 65

My brother and my sister write.
They like to write.
page 66

My grandmama and my mama work.
They like to work.
page 67

(child's name) and (child's name) play.
They like to play.
page 68

(child's word) and (child's word)
(child's word).
They like to (child's word).
page 69

This story is an extension of the previous story. Only one story is printed to show the children that in some instances SCHOOL TALK and EVERYDAY TALK are the same.

Introducing the Story

Initiate a conversation.

> "Today we're going to talk about something that two of our relatives and friends do and like to do. Tell me something that both your cousin and brother like to do, Pat."

Tape record the conversation or print the child's response on the board as he makes it.

Introduce the story in the book

This story is suitable for dialogue reading. After the story has been read, tell the children that it is both an EVERYDAY TALK and SCHOOL TALK story.

Teaching Word and Phrase Perception

Teach the phrases in the story and those that can be written from known words.

they like　　　they read　　　my brother and my grandmother
etc.

Review rhyming words.

cat-hat,　he-she-me,　cook-book,　call-fall-hall-ball, etc.

Suggested Worksheets for Reading Skills

Worksheets which give practice in recognizing letter forms.

P	P B P R

w	w i w i w

RIP	PIR　PIR　RIP

wi	iw　wi　iw

Worksheets which give practice in recognizing word forms of old and new vocabulary.

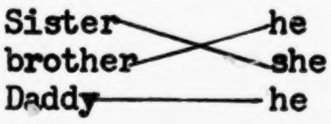
Circle the word for SCHOOL TALK or Circle the word for EVERYDAY TALK.

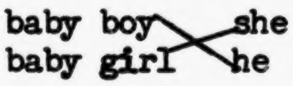
My brother _____ to write.	like	likes
I _______ to read.	like	likes
My mama _____ to work.	like	likes
My mama and my grandmama _______ to work.	like	likes

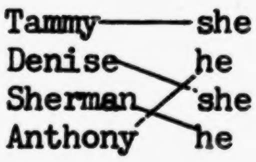
Refer to books 1 and 2 for other suggestions.

Worksheets which give practice in attaching meanings to words.

Match "he and she" to the appropriate nouns.


Sister
he
brother
she
Daddy
he


baby boy
she
baby girl
he


Tammy
she
Denise
he
Sherman
she
Anthony
he

Refer to Books 1 and 2 for more suggestions.

Worksheets which give practice in recognizing the components of compound words:

Circle the word that belongs in the blanks.

pl_ _house	play	pretty
c _ _ _ book	cook	candy
My book is a ________ book.	strong	school

Put two words together to make a compound word

play	cook	
book	green	etc.

Worksheets which give practice in recognizing words that begin with the same letter and sound.

Refer to Book 1 and 2 for suggestions.

Worksheets which give practice in recognizing words that end with the same letter and sound.

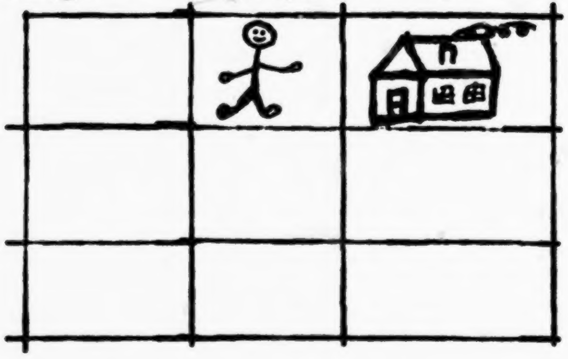
Match the rhyming words.

cook	cat
me	book
hat	she

Refer to Books 1 and 2 for suggestions.

Worksheets which give practice in classifying words according to people, things and verbs:

Things to do-people-things



sister	house
brother	school
baby	book
play	cook

work	brother

eat	cook
baby	fight
play	mama
grandmama	cousin

Worksheets which give practice in recognizing the same word in both lower case and capital letters.

Refer to Books 1 and 2 for suggestions.

Verb Chart

I live We live you live they live
he lives she lives it lives

1. hat house noisy	2. pretty green baby	3. live lives fight	4. cousin family daddy	5. green play (s) play	6. read (s) works writes
7. fights writes eats	8. works cooks plays	9. sleep plays sleeps	10. got greens noisy	11. eats hat eat	12. TV ABC's hifi
13. she school house	14. cook cookies cooks	15. like fight write	16. baby book brother	17. color cookies works	18. family fights lives
19. cousin cookie sister	20. he her hat	21. they brother eat	22. pretty to he	23. Child's words	24. Child's words

Book 3 - Word Test

The underlined word is the test word.

1. in my hat *in my house* is my hat	2. *my baby* my pretty my brother	3. she pretty *she work* she works	4. *he plays* he fights he eats	5. I work I fight *I live*	6. my brother my baby *my mama*
7. she sleeps *she eats* he sleeps	8. *to color* to cook to read	9. my cousin eats my sister eats *they play*	10. *a pretty book* a play book a pretty house	11. mama cooks mama eats *mama sleeps*	12. *my work* to work is work
13. *Daddy read* Daddy reads Mama cook	14. eat good old school *good greens*	15. he writes she work *he write*	16. in my sleep *in my school* in my house	17. *Sister lives* Sister fights Sister cooks	18. he book she book *her book*
19. *she color* he cooks she colors	20. Mama works *Mama cooks* mama eats	21. *they like* he like I like	22. *Cousin fight* Cousin fights cousin funny	23. daddy eats *Daddy likes* Baby likes	24. to color *to read* to write

Book 3 - Phrase Test

The underlined word is the test word.

YESTERDAY

Book 4

Yesterday

	Page	
	Children's Book	Teacher's Guide
Cleaning Up	1	78
Working In School	5	81
Playing At School	8	83
Painting	11	85
At The Assembly	15	87
The Fight	20	89
Too Much Paint	21	90

Summary

Book 4 contrasts home and school activities of the child. The separation of the EVERYDAY TALK stories and the SCHOOL TALK stories into different books begins with this unit. The stories are illustrated by an artist's drawings, photographs and the child's own drawings.

Distinguishing Variable

The EVERYDAY TALK version of Book 4 omits the ed ending in past tense statements.

The SCHOOL TALK version of Book 4 emphasizes the use of ed endings.

CLEANING UP

(EVERYDAY TALK and SCHOOL TALK)

Yesterday my daddy work (worked) hard.
He wash (washed) the walls.
He wash (washed) the floors.
My brother help (helped) him.
page 1

Yesterday my brother wash (washed)
the dog.
He wash (washed) him hard.
He wash (washed) him clean.
page 2

I help (helped) him.
I like (liked) helping him.
page 3

Vocabulary

- yesterday
- wash (ed)
- the
- walls
- floors
- help (ed) (ing)
- him
- clean
- work (ed) (ing)

Exploring and Deepening Understandings

Family members use different ways to clean and brighten things in the house.

They share the work and help each other. People are interested in and talk about things that happened in the past.

What do you think the word yesterday means?

What do you do when you wash something? What do you do when you wash something hard?

What does work hard mean? Discuss other meanings of hard, hard candy, hard cookies, hard head, hard floor, hard chair, etc.

When is a thing clean?

How do people help each other - physically, intellectually, emotionally?

Introducing the EVERYDAY TALK Story

Initiate a conversation to introduce the story. Change the subjects of the conversation to make them relevant to the children if necessary.

> "Sometimes our daddies work pretty hard at home, don't they? What are some of the things your daddy did last week if he helped your mama clean up?"

Structure some questions so that the children's response will include story vocabulary. Tape record conversation or put responses on the board or chart.

Introduce the book. Tell the children that all of the EVERYDAY TALK stories are put together in one book and all of the SCHOOL TALK stories are in one book. (This is because some boys and girls may read better if they have the whole EVERYDAY TALK version book first, followed by the complete SCHOOL TALK version. Some children may prefer one version or the other when they read alone at their seats. Separate books preserve the continuity of the theme. A review lesson may consist of allowing the child to read his favorite story from either version to his reading group.)

Use the SCHOOL TALK book only with those children who consistently use the ed ending. Begin with the EVERYDAY TALK book with those children who do not use the ed or use it irregularly.

Introduce the story in the book by telling the children, "This story is about a boy and how he helped his daddy and brother clean things."

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK.

Print the EVERYDAY TALK story on the board a page at a time. Leave a space to insert ed later. Have the children read it. Insert the ed with a different color chalk and slightly stress the ed sound as you print it.

Yesterday my daddy work(ed) hard.

Have the children read the SCHOOL TALK story from the board.

Introduce the SCHOOL TALK book to the children. Help them find the story in the book and read it.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Some of the new words might be better learned in phrases.

wash the walls
brother helped
etc.

Teach the phrases in the story and those that can be written from known words.

the walls
she wash him
wash clean
the dog
the floors
he washed

washed clean
washed my baby
etc.

Review the beginning sounds- b - g - d - c - m - f - h - br - gr - w - r - l. Add sh as in she. Use a child's name to illustrate also if possible. For example, Sharon, Shirley, Sherman, etc.

Review the ending sounds and letters introduced- y - d - m - t - k. Show that wash has the same sound at the end as she has at the beginning.

Review rhyming words introduced. cat - hat, he - she, cook - book, call - fall - ball, also add wall.

Reinforce the t, d and ed sounds of the past tense by having the children repeat the following similar words after the teacher.

	t sound of ed		d sound of ed		ed sound
stop	stopped	live	lived	paint	painted
work	worked	color	colored	start	started
laugh	laughed	play	played	wound	wounded
like	liked	clean	cleaned	want	wanted
talk	talked	rain	rained	wait	waited
jump	jumped	snow	snowed	heat	heated
wash	washed	call	called	point	pointed
walk	walked	help	helped	hand	handed
cough	coughed	cook	cooked	pound	pounded

WORKING IN SCHOOL

(EVERYDAY TALK and SCHOOL TALK)

Vocabulary

color
pictures
teacher
story

The boys and girls work (worked) hard in school yesterday. They color (colored) pictures.
page 5

The boys and girls help (helped) the teacher write a story yesterday.
page 6

Exploring and Deepening Understandings

Children usually keep very busy in school.

Does "work hard" in this story mean the same thing as "work hard" in the first story? The children may take exception to considering coloring pictures hard work. Discuss what might be written instead.

Discuss the word teacher. What and who are teachers? Point out to the children that other people can be teachers such as parents, ministers, police, other children, scout leaders and TV programs, etc.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "In our last story we talked about how daddy and brother worked hard at home. What did we do in school yesterday that made us work hard?"

Tape record the conversation or put the responses on the board or a chart.

Introduce the story in the book.

> "This story is about how some boys and girls worked hard in school."

The blank page can be used for the child's story of how he and his classmates work hard in school.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK.

Print the EVERYDAY TALK story on the board. Ask the children to help you change each sentence to SCHOOL TALK. Print the ed with a different color chalk.

Have the entire SCHOOL TALK story read.

Introduce the story in the book.

Help the children to print the SCHOOL TALK version of his individual story on the blank page.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

boys and girls
the teacher
work hard
worked hard
etc.

Review the beginning and ending sounds and letters introduced. Add the P sound in picture and the S sound in story. Show that sister and story begin with the same sound.

Review the plural form of nouns introduced.

walls
floors
balls
dogs
cats
hats
stories

sisters
brothers
cookies
bikes
cousins
schools
teachers

PLAYING AT SCHOOL

(EVERYDAY TALK and SCHOOL TALK)

We play (played) at school yesterday.
We play (played) (Name of game) .
page 8

We like (liked) playing (Name of game) .
We play (played) (Name of another game) , too.
page 9

Vocabulary

we
at
playing
too

Exploring and Deepening Understandings

Playing games and following the different rules of the games are important activities.

Discuss with the children the different kinds of games they play. Are the games played at school different than the games played at home? Are the games played inside different than the games played outside?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "How many of you like recess time?" "What do you do at recess?" "Tell me about some of the games you and your friends play at recess."

Tape record the conversation or record the responses on the board or a chart.

Introduce the story in the book

> "This new story is about playing at school."

The boys and girls can use the names of games they discussed earlier to fill in the blanks.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK.

Print the EVERYDAY TALK story on the board. Ask the children to help you change each sentence to SCHOOL TALK. Print the ed with a different color chalk. Have the entire SCHOOL TALK story read.

Introduce the story in the book.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

at school
we like etc.
at school yesterday
play (Name of game)
played (Name of game)

Review the beginning and ending sounds and letters.

Point out to the children the known root word in playing. Have them frame the root word, then the ending ing. Put the word eating on the board and have the children find the root word, and the ending. If no one can read eating, tell them the word. Use the other verbs the children have learned as practice in recognizing participles. Cook, fight, write, color, sleep, like, live. Show them how some words drop the e and add ing.

Review rhyming words.

Point out to the children that play and yesterday are rhyming words. Ask them to think of other words that rhyme with play and yesterday.

Point out that at and hat are rhyming words. Erase the h from hat and show the children that the remaining letters spell at. Put a b before at and tell the children the new word bat. Erase the b and substitute another letter the children have studied. Continue with all the letters that fit. You may want to consider nonsense words, also.

Point out to the children that to and too, although alike in sound, are different in configuration and meaning.

Review list on page 80.

PAINTING

(EVERYDAY TALK and SCHOOL TALK)

Yesterday in school I paint (painted)
a picture and teacher paint (painted)
a picture. We paint (painted) together.
page 11

Yesterday at home daddy paint (painted)
the house and mama paint (painted) the
chair. They paint (painted) together.
page 12

Vocabulary

paint
together
home
chair

Exploring and Deepening Understandings

Sharing an activity with someone can be a very pleasant experience.

In this story paint is used as a verb in both a creative and functional activity. These different meanings of paint should be discussed. The different kinds of paint should be discussed also; artist's oils, house paint.

Discuss with the children the meaning of together. What are some of the things you like to do together with someone? Some of the things you like to do alone?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "What did you and your friend do together in school, Richard?" "What did you and your sister do together at home yesterday, Shelia?"

Tape record the conversation or record responses on the board or a chart.

Introduce the story in the book.

> "This new story is about people who painted yesterday in school and at home."

Have the children illustrate the story.

The blank page can be used for the child's story.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK

Print the EVERYDAY TALK story on the board. Ask the children to help you change each sentence to SCHOOL TALK. Print the ed with a different color chalk.

Point out to the children that the sound of the ed at the end of painted is different than the sound of ed at the end of played and worked.

Have the entire SCHOOL TALK story read.

Introduce the story in the book.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

paint a chair
a picture
painted a picture

etc.

Review the beginning and ending sounds.

Point out to the children that teacher and together end with the same sound and the same letters, er. Ask the children to name other words that end the same.

If you list the words on the board you may have to make three lists: er, ir and ur.

Review the list of ed words for ending sounds (page 80).

Point our that paint and picture begin with the same letter and the same sound. Help the children think of other words which begin like paint and picture.

Point out that pop and sleep end with the same letter and the same sound. Help the children think of other such words.

AT THE ASSEMBLY

(EVERYDAY TALK and SCHOOL TALK)

Teacher: Tell me what happened at the assembly.

Child: The teacher start (started) playing the piano.
page 15

Teacher: Then...

Child: We start (started) clapping.
page 16

Teacher: Then...

Child: We start (started) singing.
page 17

Teacher: Then...

Child: We start (started) dancing.
page 18

Teacher: Then...

Child: We start (started) (Child's word) .
page 19

Vocabulary

- start (ed)
- piano
- clapping
- singing
- dancing

In this story, the teacher is asking the child to tell her what happened at the assembly that the teacher missed. As the child talks, the teacher pictures what happened. The teacher's initial inquiry is not in the children's book. However, the children may easily take the teacher's part for dialogue reading.

Exploring and Deepening Understandings

People form mental pictures from other's talk.

Play has a different meaning in the phrase "playing the piano" than has been used previously in the stories. Discuss this phrase with the children.

Discuss with the children that we clap to applaud and we clap to accompany music.

Ask the children to tell you the difference between singing and talking. Discuss it.

The children may be familiar with only one kind of dancing. Discuss different kinds of dancing with them.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

"Let's talk about our last assembly. What happened?"

Introduce the story in the book.

Explain the setting to the children. Tell them what the teacher is saying. If some of the children use the word first before the first sentence, write it in on the board and/or in their books.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK.

Print the EVERYDAY TALK story on the board. Ask the children to help you change each sentence to SCHOOL TALK. Print the ed with a different color chalk.

Point out to the children the similarity in the ed sounds of painted and started.

Have the entire SCHOOL TALK story read.

Introduce the story in the books.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

playing the piano
started singing
started clapping
start singing
start clapping etc.

Review the beginning and ending sounds- b - g - d - c - m - f - h - br - gr - w - r - l - sh - p - s - y - d - m - t - k.

Review rhyming words.

Review ing endings.

Review the ed words for ending sounds. See list on page 80.

Add er or r to paint, sing, clap, dance, read, write, fight and live. Help the children to read the new words formed.

THE FIGHT

(EVERYDAY TALK and SCHOOL TALK)

Vocabulary

no

Teacher: Who start (started) the fight?

Child: (Child's Name) start (started) the fight.
page 19

Child: No, (Child's Name) start (started) the fight.

Teacher: All right, all right.
page 20

Exploring and Deepening Understandings

Probably the teacher and the children have already discussed fighting and helping each other. In this story the teacher needs help in settling a fight. The children are unable to help her because of their emotional involvement.

Introducing the EVERYDAY TALK Story

It may be decided to go right to the story and its picture for discussion before the reading. Only one new word is introduced.

Introducing the SCHOOL TALK Story

Use the procedures described previously for this unit.

Teaching Word and Phrase Perception

Teach the phrases in the story.

the fight
started the fight etc.
start the fight

Review the word perception skills previously explained.

TOO MUCH PAINT

(EVERYDAY TALK and SCHOOL TALK)

Yesterday my daddy wash (washed)
the walls. Then he paint (painted)
the walls blue. I help (helped)
him wash and I help (helped) him
paint. We work (worked) hard.
page 21

We got paint on the floor.
We wash (washed) the paint off.
We got paint on the chair.
We wash (washed) the paint off.
I got paint on me.
I wash (washed) the paint off.
page 22

Vocabulary

then
on
off

Exploring and Deepening Understanding

Sometimes helpers are more of a hindrance than a help, but it's the thought that counts.

In this story have cannot be a SCHOOL TALK substitute for got. Ask the children to think of other words that could be substituted for got; spilled, wasted, dripped.

Discuss differences between on/off.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "What happens when our little brothers or sisters try to help our daddies (uncles, etc.) paint?"

Introduce the story in the book.

Introducing the SCHOOL TALK Story

Use the procedures discussed previously for this unit.

Teaching Word and Phrase Perception

Teach the phrases in the story and those that can be written from known words.

started helping
on the chair
clean the baby
the hard floor
house paint
started at.

Review the word perception skills explained.

Suggested Worksheets for Reading Skills

Worksheets which give practice in recognizing letter forms.

Refer to suggestions given for worksheets in previous sections of this manual.

Worksheets which give practice in attaching meanings to words:

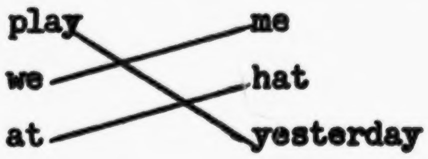
Draw a circle around the phrase that refers to we.

[✓ Teacher and me]
Mama and daddy
[✓ My brother and I]
[✓ Susie and Tommy and me]
[✓ The big boys and I]
Grandmama and baby

Refer to previous sections for other suggestions.

Worksheets which give practice in recognizing words that begin and end with the same letter and sound.

Match the words that end with the same letters and sounds.



Refer to previous sections of the manual for suggestions.

Worksheets which give practice in classifying words according to different categories.

Continue the activities suggested in sections 1 and 3. Gradually add more words and mix the categories.

Worksheets which give practice in recognizing the root word and the word endings; ing, ed and er.

teacher
brother
sister

painted
cleaned
washed

teaching
painting
washing

etc.

Draw a box around the ending.

worked
washed

etc.

Draw a circle around the word that belongs in the blank or write the correct word in the blank.

We start ____________________. sing singing
We started ____________________. sing singing
etc.

Worksheets which give practice in recognizing the same word in both the lower case and the capital letters.

Refer to previous sections of the manual for suggestions.

Go over the list of words on page 88 orally with the children.

Make a permanent chart of a sample reading vocabulary verb with ed endings.

I worked
He worked
She worked
It worked

We worked
You worked
They worked

Verb Chart

I	played
you	played
he	played
she	played
it	played
we	played
they	played

1. teacher yesterday grandmama	2. help home pictures	3. house he hard	4. helped (ing)	5. floors walls write	6. him he am
			colored house		
7. floors happy story	8. street story color	9. mama work worked	10. play teachers pictures	11. wash (ed) worked eating	12. he too book
13. cookies book color	14. chair house read	15. am at too	16. played pretty painted	17. sister singing greens	18. piano pretty no
19. together grandmama teacher	20. painted paint green	21. floor blue off	22. then teacher too	23. start (ed) helped strong	24. work we her

Book 4 - Word Test

The underlined word is the test word.

1. help him help me helped brother	2. he wash he washed my walls	3. washed house washed him washed hard	4. I helped I colored I painted	5. the works the walls the floors	6. the bike the book the chair
7. help me helping me washing me	8. in the story in the street in the book	9. She washed she worked she started	10. pretty play pretty teacher pretty pictures	11. Baby boy Daddy work Daddy worked	12. I teach I too I work
13. the cookies I colored I color	14. play the piano playing the piano paint the piano	15. am home at home is home	16. Baby played Baby pretty Baby painted	17. at school at work at home	18. Me, too. No, no I am
19. wash together eat together paint together	20. Teacher paint Teacher painted Teacher pretty	21. wash floor wash it wash off	22. and he then he sometimes he	23. we started we helped we clean	24. Yesterday I Yesterday we Yesterday my

Book 4 - Phrase Test

The underlined word is the test word.

46-96

WORKING AND PLAYING

Book 5

Working and Playing	Page Children's Book	 Teacher's Guide
Hard Work	1	99
Homework	9	102
Do You	13	104
My Teacher	19	106
Signs	25	109

Summary

Book 5 examines the roles of some of the people in the world of the child.

The stories are illustrated by an artist's drawings, photographs and the child's drawings.

The teacher is, by now, familiar with the method used in teaching the program. Innovative techniques and improvements will no doubt by this time have been devised by each individual which expand and increase the effectiveness of the materials. So in order to prevent the reading of repetitious phrases, the guide will eliminate some of the details. The first four sections may always be used as a reference.

Distinguishing Variable

The EVERYDAY TALK version of Book 5 uses one generalized verb form for all pronouns in the present tense of the irregular verb do.

Mama do the cooking at home.

The SCHOOL TALK version of Book 5 emphasizes the use of does with the third person singular.

Mama does the cooking at home.

HARD WORK

(EVERYDAY TALK and SCHOOL TALK)

Mama and me (I) do the cooking at home.
page 1

(Cook's Name) do (does) the cooking at school.
page 2

Daddy and me (I) do the hard work at home.
page 3

(Custodian's Name) do (does) the hard work at school.
page 4

(Child's Sentences)____________________

____

____

____

page 5

(Child's Sentences)____________________

____

____

____

page 6

Vocabulary

do
does
cooking

Exploring and Deepening Understandings

Similar jobs are performed at home and at school.

Discuss the similarities and differences between mother's job of cooking at home and the cook's job at school.

Hard work in this story means laborious work. Ask the children to describe the hard work their fathers do at home and to compare it with the hard work the custodian does at school.

Discuss also the similarities between the custodian's work and a mother's work at home; mopping up spilled milk, etc.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Who does the cooking at your house? Here at school?"
>
> "Who does the hard work at your house? Here at school?"

Tape record the conversation or put the child's response on the board or on a chart. Some sentences may be used as independent reading material..

Introduce the book and the first story.

> "All of the stories in this book are in EVERYDAY TALK. The first story is about cooking and doing hard work at home and school.

Tell the children the blank lines are for the names of the cook and the custodian.

The last two pages of the story are for the child's sentences in which he compares a job at home with a job at school.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK.

Print the EVERYDAY TALK story on the board and have it read. Print the story again on the board, one sentence at a time. Tell the children that the only change in the first sentence is from me to I. "Mama and I do the cooking at home."

As you print and read the second sentence, put does in the verb slot using a different color chalk.

Mrs. Walls do the cooking.	Mrs. Walls does the cooking.

After you have reprinted all of the sentences, read them again. Ask the children to compare the two stories, then tell the difference between them, and label the stories.

Help them find the story in the SCHOOL TALK book and read it.

You may have to help each child change his original EVERYDAY TALK sentences to SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

at home
do the cooking
daddy and me
does the work etc.
daddy and I
mama and I

Review the beginning and ending sounds.

Review the ing endings.

HOMEWORK

(EVERYDAY TALK and SCHOOL TALK)

My baby sister do (does) her ABC's
at home.
My baby brother do (does) his coloring
at home.
page 9

My big sister and brother do homework
at home.
My big sister and brother do (Child's word) .
Page 10

Vocabulary

his
coloring
homework

Exploring and Deepening Understanding

Baby brothers and sisters like to imitate the older children.

We do school work at home as well as at school.

What does the teacher mean by homework? Is homework a good name? A good thing? Why? Do you like homework? How do your brothers and sisters feel about it? What do your parents say about homework?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Do you or your brothers and sisters do any school work at home? Tell us about it?"
>
> "Why do I give you homework?"

Tape record the conversation or record it on the board or on a chart.

Introduce the story in the book. The blank line is for a school subject that big brother and sister study at home.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK.

Ask the children to help you write the SCHOOL TALK story. Print the story again on the board, one sentence at a time. As you print and read, insert does using a different color chalk.

Ask the children to read the SCHOOL TALK story from the board and then find it in their SCHOOL TALK books. Draw attention to the fact that page 10 is the same for EVERYDAY TALK and SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

his coloring
baby sister
do ABC's etc.
does ABC's
etc.

Review the compound words. Point out that homework is another compound word.

Review the beginning and ending sounds.

DO YOU ...?

(EVERYDAY TALK and SCHOOL TALK)

Do you like to paint?
(Name of a girl) do (does).
page 13

Do you like to play?
(Name of a person) do (does).
page 14

Do you like to laugh?
(Name of a person) do (does).
page 15

Do you like to talk.
(Name of a person) do (does).
page 16

Do you like to (Child's word) ?
(Name of a person) do (does).
page 17

Vocabulary

you
laugh
talk

Exploring and Deepening Understanding

People are curious about other people and their interests so they ask questions.

The children are introduced to questions for the first time in the reading materials. Discuss some of the reasons for asking questions.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Let's talk about the different things we like to do. Do you like to eat? I do."
>
> "Fred, can you think of something to ask Carl that he might like to do?"

Tape record the conversation or put the child's response on the board or on a chart.

You will probably get a number of responses that can be used as independent reading materials.

Introduce the story in the book. Ask the child to put the name of a person who is the doer on the blank line. The last page is for the child's own ideas.

Some children like to respond with "I do." Accept it for one or two pages, but be sure to make the needed adjustments to the verb in the SCHOOL TALK version.

Introduce the SCHOOL TALK Story

Write the EVERYDAY TALK story and label it EVERYDAY TALK.

As you rewrite, ask the children to help you write the SCHOOL TALK story. Have them read the story from the board and then find it in their books.

Teaching Word and Phrase Perception

Have the children make a dictionary page.

Teach the phrases in the story.

do you
like to
to laugh etc.
to talk
etc.

Point out to the children that do, to and you sound alike at the end but that you is spelled differently.

Point out to the children that the sound of t can be found at both the beginning and end of words. Make a list of words that begin with t and make a list of words that end with t.

MY TEACHER

(EVERYDAY TALK and SCHOOL TALK)

Do (Does) (teacher's name) teach in school?
Yes, (Teacher's name) teach (teaches) reading and writing.
page 19

Do (Does) (Teacher's name) read in school?
Yes, (Teacher's name) read (reads) stories and poems in school.
page 20

Do (Does) (Teacher's name) laugh in school?
Yes, (Teacher's name) laugh (laughs) and talk (talks) in school.
page 21

Do (Does) (Teacher's name) (child's verb) in school?
Yes, (Teacher's name) (child's verb) and (child's verb) in school.
page 22

Vocabulary

teach
reading
yes
writing
stories
poem

For Example: Do (Does) Mrs. Jones (write) in school?
Yes, Mrs. Jones (writes) and (reads) in school?

Exploring and Deepening Understandings

The teacher is an interesting person who does many things in the classroom.

What does to teach mean? Who teaches? Who can teach? How do the words reading and writing go together?

What is the difference between stories and poems? Who knows a poem to recite to us?

If the children have no clear idea, the teacher should clarify and give examples.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Suppose your mother asked you, 'Does Mrs.__________ read stories to you?" What would be your answer to her, David?"

Tape record the conversation or put the responses on the board or a chart.

The responses that use the story's patterns but are not included in the story can be used as additional reading stories.

Introduce the story in the book.

Tell the children that the blank lines are for the teacher's name. Tell them that the last page is for their own thoughts.

The blank page can be used for another story, a poem written by the child about his teacher or as the teacher sees fit.

Introducing the SCHOOL TALK Story

Write the EVERYDAY TALK story and label it.

Ask the children to help you with the SCHOOL TALK story as you write it page by page. Have them read the story from the board and then find it in their books.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

reading and writing
Do Mrs.____________ read stories
Does Mrs.__________ read poems etc.

Review the discussion on the words reading and writing "going together." Ask the children to think of other things that go together in school activities.

paper and pencil chalk and chalkboard etc.

At home activities.

knife and fork bread and jelly etc.

Review the ing endings. Add reading and writing to the list.

Tell the children that there are a few words they know that rhyme with teach, for instance, beach. Ask them to think of other such words, peach, reach, preach.

List the words on the board and underline each in each word. Substitute beginning sounds the children know.

Use nonsense words, too. leach deach etc.

SIGNS

(EVERYDAY TALK and SCHOOL TALK)

My teacher and me (I) read signs.
page 25

Do (Does) that sign say (Name of school). School?
Yes, it do (does).
page 26

Do (Does) that sign say (Teacher's name)?
Yes, it do (does).
page 27

Do (Does) that sign say BOYS?
Yes, it do (does).
Do (Does) that sign say GIRLS?
Yes, it do (does).
page 28

Do (Does) that sign say NO TALKING?
Yes, it do (does).
page 29

Do (Does) that sign say (Child's word)?
Yes, it do (does).
page 30

Vocabulary

sign (s)
say
it
talking

Exploring and Deepening Understandings

Signs tell us things we need to know.

What is a sign? Where do we find signs? What do signs do for us? Are they necessary?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Suppose you saw a sign that you couldn't read. Would you ask someone what it said? What would you say?"

Tape record the conversation or put the child's response on the board or on a chart.

Introduce the story in the book.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK.

Ask the children to help you write the SCHOOL TALK story. Have them read the story from the board and then find it in their books.

This story provides an opportunity to introduce doesn't in speech as the SCHOOL TALK of don't with third person singular.

Make name cards for the school's name, teacher's name, etc. Show a name card to the child and ask, "Does that sign say ______________?"
Use a different name than that on the card. The child will answer, "No, it don't" or "No, it doesn't" Write the responses on the board and label them, EVERYDAY TALK or SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

that sign   etc.
NO TALKING
it do
it does

Introduce the idea of opposites; yes-no, boy-girl, work-play.

Review the beginning sounds. b - g - d - c - m - f - h - br - gr - w - r l - sh - p - s.

Review the ending sounds. y - d - m - t - k - s - sh - ing - er.

Point out to the children that sign and say begin with the same letter and the same sound. Ask the children to think of other words that begin like sign and say. Put the words on the board and underline the s.

Review the rhyming words.

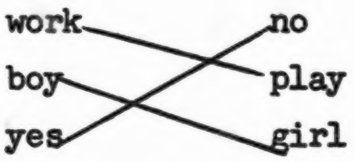
Suggested Worksheets for Reading Skills

Worksheets which give practice in recognizing letter forms.

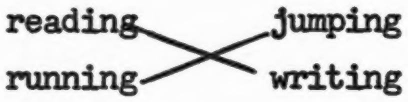
Worksheets which give practice in recognizing word forms.

Worksheets which give practice in attaching meaning to words.

Match the words which mean the oposite idea.



Match the words that go together.



Worksheets which give practice in recognizing words that begin with the same letter and sound.

Worksheets which give practice in recognizing the root word and the word ending.

Worksheets which give practice in classifying the root word and the word ending.

Worksheets which give practice in classifying words.

Worksheets which give practice in recognizing the components of compound words.

Worksheets which give practice in using correct punctuation, periods and question marks.

Circle the right ending.

You write a poem [✓ .] ?

Do you like me . [✓ ?]

Worksheets which give practice in recognizing the plural of nouns.

Worksheets which give practice in recognizing the same word in both the lower case and capital letters.

Worksheets in which the vocabulary words are scrambled.
Can you do this?

sign	say	talk	you	
ysa	isgn	ouy	latk	etc.
____	____	____	____	

Verb Chart

I	do
you	do
we	do
they	do
he	does
she	does
it	does

1. cooking coloring numbers	2. cooking does colors	3. laughs stories funny	4. work reading writing	5. cooks does school	6. sign gum sister
7. to do does	8. reading bubblegum red	9. talks (ing) brothers does	10. story say play	11. homework house working	12. says yes my
13. teaches house coat	14. bad that and	15. it talk is	16. yes you poem	17. he her his	18. strong teaches stories

Book 5 - Word Test

The underlined word is the test word.

1. the cooking his coloring his ABC's	2. Mama do Mama does my colors	3. she laughs the stories she funny	4. reading stories writing stories do homework	5. she cooks he does my school	6. that sign that bike that sister
7. yesterday she teacher say sister reads	8. teach reading eat cookies blue school	9. His ABC's is talking it does	10. you like yes, yes yellow coat	11. her homework her house her work	12. it says yes, yes do you
13. she teaches my house her coat	14. bad boy that boy and boy	15. my mama my talking my baby	16. likes me I am happy I play	17. my ABC's her ABC's his ABC's	18. the strong the teacher the stories

Book 5 - Phrase Test

The underlined word is the test word.

AT SCHOOL

Book 6

At School

	Children's Book	Teacher's Guide
Hard And Easy Work	1	119
Good And Bad	4	121
Mr. __________	6	123
Mr. __________	8	126
Mrs. _________	10	128
Mrs. _________	12	130
Our Library	14	132
Look At Me	16	134
School Supplies	18	136
Brown Americans	24	138
My Friend And I	26	140
Stop That!	28	142
Walk, Walk, Walk	33	144
Sometimes	35	146

Summary

Book 6 explores the environment of the school. The stories are illustrated by an artist drawings, photographs and the child's own drawings.

Distinguishing Variable

The EVERYDAY TALK stories employ the child's patterns of be in place of am, is and are; I be good. Another verb form employed involves the use of ain't in place of don't have, I ain't got no. The SCHOOL TALK stories introduce verb forms am, is and are in place of be; I am good. Don't have is introduced as a substitute for ain't got, I don't have any.

Previously learned verb patterns also appear in this unit to facilitate retention.

HARD AND EASY WORK

(EVERYDAY TALK and SCHOOL TALK)

Reading (is) hard work, but it (is) fun.
Writing (is) hard work, but it (is) fun.
Doing (a school subject)(is) hard work, but it (is) fun.
page 1

Coloring in school (is) easy and it (is) fun.
Singing in school (is) easy and it (is) fun.
Playing games in school (is) easy and it (is) fun too.
page 2

Vocabulary

but
fun
doing
easy
games

Exploring and Deepening Understandings

Children take satisfaction in accomplishing difficult tasks and find it interesting.

Easy tasks are pleasurable as well as satisfying.

Discuss with the children the terms easy work as an opposite idea to "hard work."

In this story, hard and easy refer to mental labor. Relate this meaning to the terms "hard books" and "easy books."

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "What school subjects do you find hard work, easy work?"

Tape record the conversation or put responses on the board or a chart.

Other activities will be named. These sentences can be used as chart stories or independent reading work.

Introduce the book and the first story.

> "All of the stories in this book are about the many things that happen at school. All of these stories are in EVERYDAY TALK."

The first story is about hard work and easy work in school.

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story of the board and label it EVERYDAY TALK. Leave a space for the verb.

Ask the children to help you change the EVERYDAY TALK story to SCHOOL TALK. Insert the SCHOOL TALK verb in the proper place in the EVERYDAY TALK sentences. Use a different color chalk for the verb.

Help the children find the story in the SCHOOL TALK book and have them read it.

Teaching Word and Phrase Perception

Teach the phrases in the story.

easy work
but it fun
doing arithmetic
and it fun
is fun
reading is
etc.

Review the beginning and ending sounds and letters. Include the new vocabulary.

Review ing endings. Include the new vocabulary.

Point out to the children that fun can be found in funny.

Write funny on the board. Have a child circle fun in the word.

Continue this procedure with sunny, funny, bunny, etc. Use nonsense words, also.

GOOD AND BAD

(EVERYDAY TALK and SCHOOL TALK)

When I be (am) good in school, my
teacher be (is) happy.
When my teacher be (is) happy,
I be (am) happy, too.
page 4

When I be (am) bad in school, my
teacher be (is) mad.
When my teacher be (is) mean, I
be (am) mad.
page 5

Vocabulary

when
be
happy
bad
mad
mean

Exploring and Deepening Understandings.

Often the behavior of teacher and pupils in the classroom is a result of their reactions to each other.

The teacher can be mean as well as nice. The children can be upset as well as calm.

Review previous discussions of good. In this story good will probably mean obedient, quiet, attentive, to most of the children. You may want to emphasize good as meaning alert, lively, inquiring, responsible, according to one's level of maturity. Try to determine from the children's comments the home's interpretation and the neighborhood's interpretation of good.

The discussion between the children and the teacher as to what constitutes "being bad" in school is a very important one in terms of good relations between the children and the teacher. You will want to know at what points your ideas and the children's ideas coincide and differ.

How does one feel and act when one is mad? Does the teacher act differently than the child when she's mad? What are some other words for mad? What actions of the teacher constitute meanness in the view point of the child? Discuss the actions of the children which irritate the teacher.

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story on the board and label it EVERYDAY TALK.

Print the story again, one sentence at a time. Leave a space for the verb.

The children should be able to tell you the SCHOOL TALK verb for the first sentences. However, the SCHOOL TALK of "we are" for "we be" is new. You may want to proceed more slowly with those sentences. Be sure to print the SCHOOL TALK verb with a different color chalk.

Help the children to find the story in their SCHOOL TALK book and have them read it.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

Afro-American
Black American
________ School
Mr. __________
etc.

Review the beginning and ending sounds and letters. Include the new vocabulary.

MR. (TEACHER'S NAME)

(EVERYDAY TALK and SCHOOL TALK)

Mr. (Teacher's name) (is) a
(Afro-Negro-Black) American.
Mr. (Teacher's name) teach
(teaches) at (Name of school)
School.
page 6

He like(s) us.
When we be (are) good, he be (is) happy.
When we be (are) bad, he be (is) mad.

Vocabulary

- Teacher's name
- Afro
- Black
- Negro
- School's name

Exploring and Deepening Understandings

Other teachers or faculty members in the school are interested in the children.

This story was written with the black male principal, assistant principal or another special service person in mind. The black children can identify with this person who is leading or serving the school.

Black people today use a number of names to identify themselves. The space is left blank for the child or teacher's preference.

Discuss the names with the children and the thinking behind each one. You will probably wish to discuss at this point the differences as well as similarities between the Afro-American and Americans of other ethnic groups.

Discuss with the children the function of the principal and or other administrators in the school. If black administrators are missing in the school an uppergrade teacher can be substituted.

What is the name of our school? How did it get this name? What do we know about the person for whom our school is named? Why was he chosen? If we could rename our school, who would we name it after? Why?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

"How many of you know Mr. (Teacher's name)?" "Tell me about him."

Tape record the conversation or put the responses on the board or on a chart.

Introduce the story in the book

Guide the children in filling in the blank lines.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "When you're good in school, how does the teacher feel?"

Tape record the conversation or put the responses on the board or a chart.

You may find that this use of "be" is not at all common to the group. If it is not, then teach the standardized pattern. However, if any child in the group uses the "I be" pattern, teach him the EVERYDAY TALK story first.

Introduce the story in the book.

> "This story is about a child and his teacher. It is about some of the things we've been talking about."

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story on the board and label it EVERYDAY TALK. Tell the children you are going to change it a little to make it SCHOOL TALK.

Print the story again, one sentence at a time. As you print the story, read it at the same time.

Print the standard verb in place of the be with a different color chalk. Have the children compare the two stories and tell the difference between the EVERYDAY TALK story and the SCHOOL TALK story.

Help the children find the story in their SCHOOL TALK book and have them read it.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

when I be   I be mad   he is mean   when I am   etc.

Review the beginning and ending sounds and letters. Include the new vocabulary.

Review rhyming words. Point out to the children that bad and mad are rhyming words.

You may want to use substitutions of beginning letters with this group of words. had - sad

Substitution of final letters can be taught also. "Look at this word, bad. If I take the "d" away and put "t" in its place, I have the word bat. Let's try this with mad and see what we get." Use sad, sat, also.

MR. (CUSTODIAN"S NAME)

(EVERYDAY TALK and SCHOOL TALK)	Vocabulary
Mr. (Custodian's name) (is) a(n) (Afro-Black-Negro) American. He (is) the (custodian-janitor-engineer) at (Name of School) School. page 8	take(s) care of our
He take (takes) care of our school. He talk (talks) to us. We talk to him. He like (likes) us. We like him. page 9	

Exploring and Deepening Understandings

Many Afro-Americans serve the school and the children. These people too are interested in the children.

The word janitor will be more familiar to the children than custodian or engineer. Perhaps the school has both a black custodian and a black engineer. If so the children can write their own story about one of them on one of the blank pages.

How does the custodian "take care of" our school? What does "to take care of" mean in this story? In other situations?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "How many of you know Mr. __________? Tell me about him. How does he help around our school?"

Tape record the conversation or put responses on the board or chart.

Introduce the story in the book.

Guide the children in filling in the blank spaces.

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story on the board and label it.

Print the story again, one sentence at a time. Ask the children to help you change the EVERYDAY TALK to SCHOOL TALK.

Help the children find the story in the SCHOOL TALK book and have them read it.

Teaching Word and Phrase Perception

Teach the phrases in the story and those that can be written from the known vocabulary.

take care of
like us
our teacher
likes us
to us
takes care of us   etc.

Review beginning and ending sounds and letters. Include the new vocabulary.

Review rhyming sounds and words. Point out to the children that take and cake are rhyming words. Ask them to think of other words which rhyme with take. List the words. Substitute beginning letters to make new words. Use nonsense words also.

3

MRS. (TEACHER'S NAME)

(EVERYDAY TALK and SCHOOL TALK)

Mrs. (Teacher's name) (is) a
(Black - Brown - Afro-American.
Mrs. __________ work (works) at
our school.
page 10

She (is) our (Title of a female other
than the classroon teacher).
page 11

Vocabulary

teacher's name

Exploring and Deepening Understandings

This story was written with the black principal, assistant principal, librarian, master teacher, etc. in mind.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "How many of you know Mrs. __________? Tell me about her. What does she do here at our school?"

Tape record the conversation or put the responses on the board or a chart.

Introduce the story in the book.

There is enough space on the second page of the story for the child to write an additional sentence about the subject.

Introducing the SCHOOL TALK Story

Print the EVERYDAY TALK story on the board and leave a space for the verb. Ask the children to help you change the EVERYDAY TALK to SCHOOL TALK. Find the story in the SCHOOL TALK book and read it.

Teaching Word and Phrase Perception

Teach the phrases in the story.

Mrs. ____________.
at our school, etc.

Review the beginning and ending sounds and letters.

Review rhyming sounds and words.

MRS. ____________________

(EVERYDAY TALK and SCHOOL TALK)

Mrs. (Classroom teacher's name) (is)
an (ethnic group of teacher) American.
Mrs. ________________ teach (teaches)
at our school. She (is) our teacher.
page 12

She talk (talks) to us. She take (takes)
care of us. She like (likes) us. We like
her.
page 13

Vocabulary

teacher's name

Exploring and Deepening Understandings

The classroom teacher is a very important person in the child's life. It is hoped that the child views his teacher as a good friend and mentor, whatever may be the teacher's ethnic background. He will do this if the teacher's behavior is conductive to the development of these attitudes.

Introducing the EVERYDAY TALK Story

Since this story is about the teacher who will be directing the lesson and there are no new words, it can be introduced directly in the book.

> "Here is a story that you must help to write. It is a story about me. Is it true? See what you think."

Introducing the SCHOOL TALK Story

Let the children help you as much as possible in writing the SCHOOL TALK version on the board.

Have the children find the story in the SCHOOL TALK book and read it.

Teaching Word and Phrase Perception

Teach the phrases in the story.

Review the beginning and ending letters and sounds.

Review rhyming words.

Point out to the children that like and bike are rhyming words. Ask the children to think of other words that rhyme with like, hike and mike.

OUR LIBRARY

(EVERYDAY TALK and SCHOOL TALK)	Vocabulary
We got (have) a library in our school.	library
We got (have) books in the library.	look
We got (have) easy books in the library.	

page 14

We got (have) hard books in the library.
We look at the books and we read the books.
page 15

Exploring and Deepening Understandings

Discuss the meaning of library.

Talk about the different kinds of libraries, room, school, public.

If the name librarian was not used in the fifth story explain the word to the children.

Take the children to the public library in the community or the central library. If there is a school library, be sure the children use it or visit it.

Discuss the meanings of "easy books" and "hard books."

Discuss the difference between browsing through books and magazines and reading them intently.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "What do we call a place where we keep books? Do we have a library in our room, school? What kind of books are in our library? What good is a library?"

Tape record the conversation or put responses on the board or a chart.

Introduce the story in the book.

Introducing the SCHOOL TALK Story

The children should have no difficulty in determining the SCHOOL TALK story.

Teaching Word and Phrase Perception

Have the children make a dictionary page.

Teach the phrases in the story.

easy books the library look at our library etc.

Review the beginning and ending letters and sounds. Add library, look.

Review the rhyming words.

LOOK AT ME

(EVERYDAY TALK and SCHOOL TALK)	Vocabulary
Look at me. I be (am) good in school. I can write my name. I can do my (school subject). page 16	can
I can read. Can you read? I can color. Can you color? page 17	

Exploring and Deepening Understandings

The child views himself as a capable learner and worker.

"I be good in school" will mean a number of things to the child—a capable worker, an obedient child.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

"Tell me, John, what can you do in school?" Be sure everyone in group has a chance to respond.

Tape record the conversation or write the responses on the board or a chart.

Introduce the story in the book.

Introducing the SCHOOL TALK Story

There is only one sentence in which the verb pattern is different. Point out to the children that EVERYDAY TALK and SCHOOL TALK in this story are alike except in this one instance.

Teaching Word and Phrase Perception

Teach the phrases in the story.

I can look at me can you etc.

Review the beginning and ending letters and sounds.

Point out to the children that can can be used to make other words if we take away the "c" and substitute other letters- fan, man pan, ran, tan.

SCHOOL SUPPLIES

(EVERYDAY TALK and SCHOOL TALK)

Child: I ain't got no paper.(I don't have any).
Teacher: Here is some paper.
page 18

Child: I ain't got no paste. (I don't have any).
Teacher: Here is some paste.
page 19

Child: I ain't got no scissors. (I don't have any).
Teacher: Here are some scissors.
page 20

Child: I ain't got no crayons. (I don't have any).
Teacher: Here are some crayons.
page 21

Child: I ain't got no pencil. (I don't have any).
Teacher: Here is a pencil.
page 22

Child: I ain't got no (child's word).
(I don't have any)
Teacher: Here is a (child's word).
page 23

Vocabulary

ain't
don't
any
paper
paste
scissors
crayons
pencil

Exploring and Deepening Understandings

Name some of the school supplies we need. What happens when a boy or a girl doesn't have his or her supplies?

There should be a lively discussion around this subject including what happens to many things in the classroom that are missing-are they lost, stolen, or borrowed?

What are some ways to keep up with one's belongings?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "What do you do when you don't have a pencil or paper or paste, etc., Shirley? How do you tell the teacher?"

Tape record the conversation or put responses on the board or a chart.

Introduce the story in the book.

The teacher may assume her role at first in reading the story and then allow the children to choose partners for dialogue reading.

Introducing the SCHOOL TALK Story

Print the child's part of the EVERYDAY TALK story on the board and label it EVERYDAY TALK.

When you rewrite the story, write "I don't have any" with a different color chalk. Have the children compare the two sentences. Help them to understand the differences between the two phrases which mean the same.

Have the entire SCHOOL TALK story read from the board before going to the SCHOOL TALK book.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

ain't got no	no pencil	any pencil
don't have any	I don't	etc.

Teach the children that ain't and don't are called contractions - shortened or contracted versions of two words. (ain't - am not; don't - do not). Introduce more contractions that the children have used in the classroom. I'm - I am; he's - he is; etc.

Review beginning and ending letters and sounds. Include vocabulary.

Review the noun plural form - papers, crayons, pencils. Does the word scissors change?

BROWN AMERICANS

(EVERYDAY TALK and SCHOOL TALK

In our room, we got books about
(Afro-Negro) Americans.
Me and my friend (My friends and I)
can look at the books.
We can read the books, too. One book
(is) a coloring book.
It's name (is) Brown Americans.
page 24

Vocabulary

about
one

Exploring and Deepening Understandings

Fortunately, there are now many books which are about or include Afro-American children. Hopefully, the classroom library has a number of these books. As the children encounter them in a natural way, a positive self-image will be re-enforced.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Let's talk about the books in our room. Which one is your favorite?"

Tape record the conversation or record the responses on a board or a chart.

Introduce the story in the book.

> "This story is about a boy and a girl and their room library. While you are reading it think about our room. Is our room like theirs? Do we have books like theirs?"

Introducing the SCHOOL TALK Story

Write the EVERYDAY TALK story on the board and have the children help change it to SCHOOL TALK. Read the story in the book.

Teaching Word and Phrase Perception

Teach the phrases in the story.

can look　　it say　　it says　　my friend and I　　etc.

Review rhyming words. Point out to the children that about and out are rhyming words. Ask them to think of other rhyming words that they have learned.

Review beginning and ending letters and sounds.

ME AND MY FRIEND (MY FRIEND AND I)

(EVERYDAY TALK and SCHOOL TALK)

	Vocabulary
Today we work (worked) together at school. I color (colored) with crayons. My friend color (colored) with crayons. I cut my paper with scissors. My friend cut his paper with scissors. page 26	today with friend cut

Exploring and Deepening Understandings

One of the pleasant aspects of school is working with friends.

Tell the children that some words use the same form for present and past tense: cut.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Yesterday when you told your mama about school, did you tell her what you did with your friend?"

Tape record the conversation, or put it on the board or a chart.

Introduce the story in the book.

> "This story is about what one boy told his mother."

Introducing the SCHOOL TALK Story

Allow the children to help change the EVERYDAY TALK story to SCHOOL TALK on the board. Then go on to the book.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story or improvised from other known reading vocabulary.

with crayons
I cut
with me
colored my paper   etc.

Review beginning and ending letters and sounds.

Review compound words. Introduce today as a compound word. Point out the relationship between today and yesterday.

STOP THAT!

(EVERYDAY TALK and SCHOOL TALK)

When I be talking (talk) my teacher
say (says) "Stop that!"
page 28

When I be running (run) my teacher
say (says), "Stop that!"
page 29

When I be fighting (fight) my teacher
say (says), "Stop that!"
page 30

No talking!
No running!
No fighting!
What a school!
page 31

Vocabulary

stop
running
fighting
what

Exploring and Deepening Understandings

Pupil desires and school rules are often in conflict.

We see and hear the word stop all the time. What does it mean? Who says "stop that" all the time? What do you think, and how do you feel when this happens.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Do teachers ever say "stop that" to you? What are you doing? How do you feel?"

Tape the conversation or record responses on the board or on a chart.

Introduce the story in the book.

Introducing the SCHOOL TALK Story

There are two changes to be made in the first three pages of the story. As you encourage the children to make the change from EVERYDAY TALK to SCHOOL TALK, remind them that there may be more than one difference in a sentence.

As you substitute talk for be talking, run for be running and fight for be fighting do not forget says for say. Be sure to use a different color chalk for the SCHOOL TALK verb.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

teacher say(s)	no running	be fighting
when I fight	etc.	

Review beginning and ending letters and sounds.

Review rhyming words. Ask the children if they know any words that rhyme with stop - bop, cop, hop, pop, shop, top, etc.

Review ing endings. Add the new vocabulary to the list of ing words.

Review the punctuation marks used. Point out to the children that a new mark is used in this story, the exclamation point. Discuss it. (? ! .)

WALK, WALK, WALK

(EVERYDAY TALK and SCHOOL TALK)

Teacher say (says), "Walk, don't run." Walk in the room. Don't be running (run) in the room. Walk, don't be running (run).
page 33

Walk in the school. Don't be running (run) in the school. Walk, walk, walk. Don't be running (run).
page 34

Vocabulary

walk(ing)
room

Exploring and Deepening Understandings

In school, our classroom or room is like our home in the neighborhood. (Ask the children for other analogies.) Our class and teacher are like a family.

There are room rules as well as school rules. What are our room rules? What are our school rules?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "We talked about room and school rules, the other day. This new story is about one of these rules."

Tape record the conversation or put responses on the board or a chart.

Introducing the SCHOOL TALK Story

This story is similar enough to the preceding one that the children should have little difficulty in determining the SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the book.

don't run
in the room
don't be running
in the school
etc.

Review beginning and ending letters and sounds. Use new word vocabulary.

Review rhyming words. Point out that walk and talk are rhyming words. Ask the children to think of others- chalk, stalk. Accept nonsense words.

SOMETIMES

(EVERYDAY TALK and SCHOOL TALK)

Sometimes I be (am) happy and sometimes I be (am) mad.
page 35

Sometimes my teacher be working (works) and sometimes my teacher be playing (plays).
page 36

Sometimes we be working (work) and sometimes we be laughing and talking (laugh and talk).
page 37

Sometimes (child's story)________

____

____
page 38

Vocabulary

laughing
sometimes

Exploring and Deepening Understandings

This story reviews the child's day in school - sometimes pleasant, sometimes miserable.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Yesterday we had a bad (good) day in school, didn't we? Let's talk about it."

Tape record the conversation or put the responses on the board or a chart.

Introduce the story in the book.

> "We don't always feel the same. This story is about the different ways we feel, the different things we do."

Page 38 is for the child's story.

Introducing the SCHOOL TALK Story

Use the procedures discussed previously.

Teaching Word and Phrase Perception

Teach the phrases in the story.

am happy   be happy   we laugh   sometimes we   etc.

Review compound words. Point out to the children that sometimes is a compound word.

Review ing endings. Add the new vocabulary. Review er endings - worker, teacher, player, talker, etc. Review ed endings - worked, played, laughed, talked.

Suggested Worksheets for Reading Skills

Worksheets which give practice in recognizing word forms of new and old vocabulary.

Match the words that go together.

sun	sunny
run	bunny
fun	runny
bun	funny

Refer to previous books for more suggestions.

Worksheets which give practice in attaching meaning to words.

Washing is __________.   work   fun

Walking at the zoo is ______________.   work   fun

Refer to previous books for more suggestions.

Worksheets which give practice in recognizing the root word and word endings.

Draw a line under the word that belongs in the sentence.

Teacher say (says), "No ____________." run running

Worksheets which give practice in classifying words. Refer to previous books for suggestions.

Worksheets which give practice in recognizing the components of compound words. Refer to previous books for suggestions.

1. take takes teacher	2. big bad but	3. us run yes	4. read easy poem	5. looked cooking library	6. on funny be
7. room our brown	8. about asleep am	9. paste pasted paper	10. look teacher library	11. run can candy	12. happy house library
13. walk walk (ing) working	14. paper pretty sign	15. color school crayons	16. walks writes walking	17. book read room	18. pencil poem library
19. that with jump	20. sister scissors teaches	21. fight family friend	22. cut her bad	23. strong stop play	24. don't does stop

Book 6 - Word Test
The underlined word is the test word.

1. *we be* we are we work	2. hard work *easy work* happy work	3. helps me *helps us* no help	4. *we are* we write we read	5. I jump *the janitor* our school	6. Teacher's name School name *Brown American*
7. *our teacher* no teacher run teacher	8. a book a sissors *a library*	9. does work *don't have* hard book	10. *my name* the numbers my mama	11. *ain't got* don't have and greens	12. *any paper* any paper no paper
13. candy dog can color *can read*	14. I be good *I am good* he is good	15. a crayon a pop *a pencil*	16. *my friend* my family my fight	17. *I paste* I helped I worked	18. at me *at school* at the house
19. *no talking* no talk no fighting	20. *Color us brown* Color us green Cook us greens	21. playing a piano *playing games* reading books	22. a color book *a coloring book* a cook book	23. *I can* a can the can	24. coloring book singing book *doing work*

Book 6 - Phrase Test
The underlined word is the test word.

I BE SCARED WHEN...
I AM SCARED WHEN...
Book 7

I Be (Am) Scared When...

	Page Children's Book	Teacher's Guide
I Be (Am) Scared When It Be (Is) Dark . . .	1	154
I Be (Am) Scared When It Be (Is) Storming .	2	156
I Be (Am) Scared When I Get Shots	7	158
I Be (Am) Scared When The Gangs Fight . . .	8	160
I Be (Am) Scared When It (There) Is A Fire .	11	162
I Be (Am) Scared When	17	164

Summary

Book 7 explores several causes of children's fears -- the dark, thunder storms, the doctor's needle, gangs and fires. Introductory conversations preceeding every story of this unit should be taped recorded for further study by the teacher. It will prove helpful in understanding the children.

The stories are illustrated by an artist and the child.

Since the standard verb patterns have been introduced in earlier books, there is no chart for this unit.

Distinguishing Variable

The EVERYDAY TALK stories employ the child's use of be with when and when denoting recurrent or habitual action.

The SCHOOL TALK stories introduce the standard patterns of the above situation.

Exploring and Deepening Understanding

It is normal to be scared. The child is not alone in his fears, other children and adults share the same fears and have other fears of their own. Some fears are foolish. Some fears are justifiable.

We react to fear in many ways-- crying, hiding, jumping and running away.

Sometimes we can relieve our fears by talking about them, by having someone near, by facing up to the situation or recognizing that the fear is a correct response. We can learn proper precautions and safety measures in order to give ourselves some degree of protection.

Introducing the Book

Tell the boys and girls that Book 7 is about things and happenings that some of us fear. Tell them they can add to the stories with their own stories of being scared.

Invite a conversation.

"What are you scared of, Mike?"

Make a list of the things the children are scared of.

Listen to the children's patterns. If no one says, "I be" or "We be", etc., use only the SCHOOL TALK book. If any child uses "I be" or "We be", etc., give this child the EVERYDAY TALK story first.

I BE (AM) SCARED WHEN IT BE (IS) DARK

(EVERYDAY TALK and SCHOOL TALK)

Sometimes, when it be (is) dark
in our house, I be (am) scared.
I cry, "Mama."

(Child's Name) and (Child's Name)
be (are) scared, too. We all be (are)
scared.
page 1

Vocabulary

sometimes
dark
scared
cry
all

There is a misprint in the second sentence in the EVERYDAY TALK book. If the child uses be he would also say, "I be crying, Mama." You can either add be and ing to cry or leave the sentence as is.

Exploring and Deepening Understanding

What does the dark mean? What is a dark house? What is a dark street? When is the dark outside? Is the word dark used to describe other things such as people, hair, color?

Do you ever have to take care of yourself alone at home? Do you get scared? Why are you scared? What if it became dark and your parents were still out? Do you need to be scared of the dark? What can you do to help yourself get over it?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Some children are scared of the dark. Are you scared of the dark, Mary?"
> "What do you do? Tell me about it?"

Introduce the story in the book.

> "The first story in our book is I Be Scared When It Be Dark.

Tell the children the blank lines are for a brother's and sister's names.

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK. The children have been introduced to the SCHOOL TALK of be in Book 6. Ask them to help you change the EVERYDAY TALK sentences to SCHOOL TALK.

Print the EVERYDAY TALK story in its entirety first. Then put the SCHOOL TALK story, a sentence at a time next to the EVERYDAY TALK story. Use a different color chalk for the SCHOOL TALK verb. Point out that is, am and are all can take the place of be in some instances.

Introduce the SCHOOL TALK book and the story.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

when it be
we all be
our house
when it is
we all are etc.

Review the beginning and ending sounds.

Point out to the children that cry and crayons begin with the same two letters and the same sound. Ask the children to think of other words which begin like cry and crayons. crab, crack, crash, cream, crazy, cross, etc.

Remind the children that r after c changes the c sound as it changes the b sound of brother and the g sound of green.

I BE (AM) SCARED WHEN IT BE (IS) STORMING

(EVERYDAY TALK and SCHOOL TALK

Sometimes when it be (is) thundering and lightning, we be hiding (hide) under the bed.
page 2

We be jumping (jump) when it be thundering (thunders).
page 3

We be yelling (yell) when it be (is) lightning.
page 4

Vocabulary

thunder (s) (ing)
lightning
hide (ing)
under
bed
jump (ing)
yell (ing)

Exploring and Deepening Understandings

What is thunder, lightning? Why do we speak of these two happenings together? Which one is the dangerous one? What is lightning? What are some safty rules to protect ourselves inside and outside during a storm?

Some children are scared of thunder storms - the thundering and lightning. Are you, Charles? What do you do when it thunders? Tell me about it.

Introduce the EVERYDAY TALK Story

Initiate a conversation.

> "Our new story is about thunder storms and what some boys and girls do during a thunder storm. Are these boys and girls alone?" "Where do you think their parents are?" "Do they have to take care of themselves a lot?"
>
> "The empty page next to page 4 is for your own picture about yourself being scared of the dark or someone else being scared of the dark."

Introduce the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK. The children have been introduced to the SCHOOL TALK of be in Book 6. Ask them to help you change the EVERYDAY TALK sentences to SCHOOL TALK, as they did in the previous story. Be sure to note the instances where be disappears in changing from EVERYDAY TALK to SCHOOL TALK. We be hiding - We hide, etc.

Print the EVERYDAY TALK story in its entirety first. Then put the SCHOOL TALK story, a sentence at a time next to the EVERYDAY TALK story.

Use a different color chalk for the SCHOOL TALK verb. Read the entire SCHOOL TALK story.

Go on to the book.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story and those that can be written from known words.

thundering and lightning
under the bed
jumping and hiding   etc.
under the paper

Review the beginning and ending sounds.

Review ing endings. Include the new words introduced in the story.

Review er endings

Point out that bed and red, thunder and under are rhyming words. Review the rhyming words studied.

Some of the children might pronounce said and head as words that rhyme with bed. Accept these as rhyming words. Tell the children the spelling is different.

I BE (AM) SCARED WHEN I GET SHOTS

(EVERYDAY TALK and SCHOOL TALK)	Vocabulary
I be (am) scared of the doctor.	doctor
He give (gives) you shots.	give(s)
I don't like no shots. (I don't like shots.)	shots
Shots hurt.	hurt
I be crying (cry).	crying
My baby be yelling (yells).	
page 7	

Exploring and Deepening Understanding

Discuss the children's meaning of shots. What are other words for shots, - needle, medicine, injection, vaccination? Why do people receive shots? Do they like shots? Are there some things that are good for people, even though they may not like them.

What is a doctor? What does he do for you?

What is a nurse? What does she do for you?

Introduce the EVERYDAY TALK Story

Initiate a conversation.

> "We know some children are scared of the doctor because he gives you shots. Are you one of those children, Shirley?" "How do you feel when it is time for shots at school?" "What do you do?"

Give all the members of the reading group a chance to respond.

Introduce the story in the book.

> "Let's read about someone who is scared of the doctor. Then you can draw a picture about the story, or a picture of you when you get a shot at school or at the doctor's office.

Introduce the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK. The children have been introduced to the SCHOOL TALK of be in Book 6. Ask them to help you change the EVERYDAY TALK sentences to SCHOOL TALK as they did in the previous story.

Print the EVERYDAY TALK story in its entirety first. Then put the SCHOOL TALK story, a sentence at a time next to the EVERYDAY TALK story. Be particularly careful where be disappears in changing from EVERYDAY TALK to SCHOOL TALK.   I be crying.   I cry.

Use a different color chalk for the SCHOOL TALK verb. Read the entire SCHOOL TALK story.

Go to the book.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story and those that can be written with known words.

of the doctor
they hurt   etc.

Review the beginning and ending sounds.

Review ing endings. Include new words introduced in the story.

yelling
crying
hurt (ing)

I BE SCARED WHEN THE GANGS FIGHT

(EVERYDAY TALK and SCHOOL TALK)

They got (There are) some gangs around our house.
Big boys be (are) in the gangs.
Sometimes the gangs be fighting (fight).
I be (am) too scared to look.
page 8

Vocabulary

there
some
gangs
around

Exploring and Deepening Understanding

In some neighborhoods, a discussion of and a study about gangs is appropriate, in other neighborhoods it is not. Play this one somewhat by ear. Are the children eager to talk about this? Are they fearful and reluctant? What are the feelings of the parents on this issue? If there is a fight between groups of bigger children, what do the smaller children do? What can they do to protect themselves from harm?

Introducing the EVERYDAY TALK Story

Initiate a conversation.

> "Some children said they were scared of the gangs. Let's talk about gangs." What do you feel are the good points about them?" "What are the bad points?" "If you could, would you like to live in a neighborhood with a gang or without a gang?"

Introduce the story in the book.

> "This story is about one child's feelings and ideas about gangs. Let's read it. The empty pages are for your pictures about the gangs."

The last sentence in the EVERYDAY TALK book has too omitted after be. Insert it in the child's book. "I be too scared to look."

Introducing the SCHOOL TALK Story

Label the EVERYDAY TALK story, EVERYDAY TALK. Print it on the board. Print the There are of the SCHOOL TALK story in a different colored chalk for the SCHOOL TALK verb. Ask the children to read the story. Note that be fighting changes to fight.

Introduce the SCHOOL TALK book and the story.

Teaching Word and Phrase Perception

Teach the phrases in the story and those that can be written from known words.

They got
there are
in the gangs
big boys
too scared
the gangs
around our house
around our school
etc.

Review the beginning sounds.

b - g - d - c - m - f - h - t - br - gr - w - r - l - sh - p - s - cr.

Review the ending sounds.

y - d - m - t - k - s - sh - ing - er - p - n - ed.

Point out that around and sound are rhyming words. Help the children think of other words that rhyme with around and sound. found, ground, hound, mound, pound, round, wound.

I BE (AM) SCARED WHEN IT (THERE) IS A FIRE

(EVERYDAY TALK and SCHOOL TALK)

Yesterday, it (there) was a fire
around our house.
It (there) was so much smoke and so
much noise.
page 11

I don't like fires.
People be crying (cry) and
yelling (yell)
page 12

Sometimes everything be burn
(is burned) up.
page 13

But firemen come to put out the fire
and help the people.
page 14

Vocabulary

was
fire
so
much
smoke
noise
people

Exploring and Deepening Understanding

The children in some neighborhoods have had much personal experience with fires. For these children, the story is appropriate. There will be little difficulty in getting them to discuss fires, the causes, the results and the whole experience.

You may want to modify the story for the children who have had very little personal experience with fire. These children can be helped to gain some sensitivity by reading about fires and the people who are hurt by them. Certainly all children need to know about safety rules concerning fire prevention and what to do if they are unfortunately involved.

Introducing the EVERYDAY TALK Story

Initiate a conversation.

"Have there been any fires around your house? Tell us about it?"

"Has anyone ever had to leave their house because of a fire? Tell us about it."

"Our new story is about a fire. The last page is for you to use. You may draw your own picture or write your own story on the page across from page 14."

Introducing the SCHOOL TALK Story

As you print the SCHOOL TALK story next to the EVERYDAY TALK story, a sentence at a time, point out to the children that in these specific instances, SCHOOL TALK is more than a change in or an addition to a verb.

be crying and yelling - cry and yell

it was - there was

be burn up - is burned up

Be sure to print the SCHOOL TALK words in a different color so that the difference stands out. Sometimes the difference will be a one to one change as _there_ for _it_ on page 11. Sometimes it will be a phrase change as _is burned up_ for _be burn up_ on page 13. Be sure to point this out to the children.

I Be (Am) Scared When ...

(EVERYDAY TALK and SCHOOL TALK)

I be (am) scared when it be (is) dark.
page 17

I be (am) scared when it be (is) thundering and lightning.
page 18

I be (am) scared when the doctor give (gives) me a shot.
page 19

I be (am) scared when the gangs be (are) fighting.
page 20

I be (am) scared when (Child's words).
page 22

Vocabulary

Children's words

Introducing the EVERYDAY TALK and the SCHOOL TALK Stories

The story is a review of the stories in Book 7. The children illustrate the pages of the story. They complete the last page of the story with their own individual fears.

It is suitable for dialogue reading.

Suggested Worksheets for Reading Skills

Worksheets which give practice in recognizing word forms of new and old vocabulary.

Worksheets which give practice in attaching meaning to new word forms. Refer to previous books for suggestions.

Worksheets which give practice in recognizing words that begin with the same sound and letter.

Worksheets which give practice in recognizing words that end with the same sound and letter.

Worksheets which give practice in recognizing the root word and the word endings - ing, es, and ed.

Worksheets which give practice in classifying words according to different classifications. Refer to previous books for suggestions.

Worksheets which give practice in recognizing the same word in both lower case and capital letters. Refer to previous books for suggestions.

Worksheets which give practice in distinguishing between EVERYDAY TALK and SCHOOL TALK patterns.

be burn up cry
be crying is burned up
it was there are
they got there was

Worksheets for identifying correct missing words.

The house is on ______________.
fire floor

My shot ___________ me.
hat hurt

Worksheets which give practice in completing sentences.

My baby yells was looking at me.
The doctor when he gets hurt.

1. dark don't book	2. sleep scared read	3. all live and	4. thunder thundering strong	5. smoke sister cook	6. but bed big
7. hide hiding house	8. us under dark	9. lightning librarian family	10. yell hollered homework	11. teaches sometimes does	12. doctor dog brown
13. give gives gum	14. homework playhouse everything	15. hurt her happy	16. greens gangs people	17. about asleep around	18. was work am
19. firemen fighting teacher	20. no noise flash	21. burn burned baby	22. read family there	23. but put out	24. pretty gangs people

Book 7 - Word Test

The underlined word is the test word.

1. when it be when it is when I am	2. we all we and we give	3. under the dog under the bed on the bed	4. the dog the gangs the doctor	5. when it is when we cry when I holler	6. some cookies some greens some gangs
7. I do like I don't like I work hard	8. shots but shots and shots hurt	9. around my house around my school when my house	10. I cook I was I cry	11. big boys bad boys big dogs	12. to live to look to sleep
13. I cry I be crying I'm a girl	14. in the gangs at the gangs of the gangs	15. I was it was there was	16. so much some school sometimes	17. the fire firemen come family live	18. there was I was there is
19. but out put out play out	20. burn up burned up clean up	21. the fire the family the fight	22. the pretty the people a people	23. and house and help about help	24. we jump jump out was jumping

Book 7 - Phrase Test

The underlined word is the test word.

AFRO-AMERICANS

Book 8

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Summary

In Book 8, the child is introduced to some famous Afro-Americans both historical and contemporary.

All of the illustrations are by an artist.

Distinguishing Variable

There is only one set of stories. The slots for those verbs which the children have been introduced to are blank. The children with the help of the teacher determine the SCHOOL TALK verb which belongs on the blank line.

AFRO-AMERICANS

We (are) Afro-Americans.
Many of our great, great granddaddies
were Africans.
They came to this country to work.
They (worked) long and hard.
They did not get paid for their work.
They were treated very badly.
But they were very brave.
They did not give up trying to do better.
Their children did not give up.
We (are) still trying, too.
Let's read about some Afro-Americans.
Page 2

Vocabulary

many
great
Africans
came
this
country
long
for
paid
were
very
brave
but
their
children
trying
better
still
let's

Exploring and Deepening Understanding

The children belong to an ethnic group which has had its own unique experience in settling and developing this country.

A large number of words are introduced in this first story of Book 8, however, it is not necessary that the child master every word.

What does Afro-American mean? Other names for our people are Black, Black Americans, Negro, Colored. What do these names mean to you? Which name do you prefer?

Where is Africa? Do any of you know any Africans? What color are Africans? Do we look like them?

Should people be paid for their work? Why? How are children treated badly? Adults?

What does brave mean? How were the early African-Americans brave? Who do we know that's brave?

What does to do better mean?

What does to give up or not to give up mean?

Introducing the Book and the Story

Tell the children that the last one of their EVERYDAY TALK and SCHOOL TALK books is about some famous Afro-Americans.

Have the children note that the blank lines are for the words that will make an EVERYDAY TALK sentence a SCHOOL TALK sentence.

Use the conversation between you and the children concerning Afro-Americans to introduce the story.

Point out the noted black people in the picture on the cover and page three.

Mount pictures with names. Make books by and/or about the persons available to the children.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

this country
to work
let's read
long and hard
paid for
to do better
very brave
give up
did not
etc.

Review the beginning sounds and the rhyming words introduced. Add the children's words and the new vocabulary to the list.

Begin a discussion as to how some words change form to suggest a different time such as: come - came; was - were; pay -paid.

A BASEBALL PLAYER

(Name of player) (is) a famous
Afro-American.

He (plays) baseball.
He (plays) for the (baseball
team).
He (is) a very good player.
He (plays) in (name of city).
page 4

Vocabulary

famous
player

Exploring and Deepening Understanding

There are a number of famous Afro-American baseball players throughout the country. The children may have many favorites.

What is a famous person? Name some famous people.

What is a baseball? How do you play baseball? Who is a baseball player? Can you name some baseball players? A baseball team? Can you play baseball? Have you ever been to the baseball park or seen a baseball game?

Introducing the Story

Introducing the story in the book. Tell the children that the line beside the player is for the player's name. Let each child decide which baseball player his story is about, or let the selection be a group one.

Point out to the children the lines for the verbs and the lines for the names of the players, the team and the city.

Put the EVERYDAY TALK verb and the SCHOOL TALK verb on the board and ask the child to decide which verb belongs in the blank. Sentence four needs insertion of is to make it SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

a famous Afro-American a very good player etc.

Review the beginning and ending sounds introduced.

Point out to the children the known root word in player, teacher and fighter. Have them frame first the root word and then the ending. Print er then print the root word in front of the er. Use other similar techniques to give the children practice in recognizing the root word and the ending.

GWENDOLYN BROOKS

Gwendolyn Brooks (is) a famous
Afro-American poet.
She (lives) in Chicago.
She (writes) very good poems.
She (wins) prizes.
(Teacher's name) can read her poems
to us.
page 5

Vocabulary

Gwendolyn Brooks
poet
Chicago
poems
wins
prizes
such

Exploring and Deepening Understanding

A famous American poet is a black woman who lives in Chicago. She writes poems for children and adults.

Hopefully, the children have been introduced to poetry and have been encouraged to write their own. If this is true, the children are familiar with the words poet and poem. Some of the children at this time can be asked to read their poetry to the group.

What is a prize? What kind of prize have you won? Has anyone in our class won prizes? (money, trip, certificates, etc.)

Tell the children about awards and prizes in the adult world of literature, medicine, sports, education, Nobel Prize, Pulitzer Prize, Hall of Fame, etc.

Tell the children about Gwendolyn Brooks. Show them "Bronzeville Boys and Girls." Read them some of the poems in the book.

Introducing the Story

Tell the children their new story is about Gwendolyn Brooks. Put the EVERYDAY TALK verb and the SCHOOL TALK verb on the board and let the child decide which verb belongs in the blank. Sentence one needs the insertion of is to make it SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

can read to us in Chicago etc.

Add the new vocabulary to the words being studied.

SAMMY DAVIS, JR.

Sammy Davis, Jr. (is) a famous
Afro-American.
He (is) on TV. He (is) on the stage.
He (is) in the movies.
He (sings) and (dances) and (acts).
page 6

Vocabulary

Sammy Davis, Jr.
stage
movies
acts

Exploring and Deepening Understanding

A famous and talented star in the entertainment field is Sammy Davis-Jr., an Afro-American.

What do we mean by the stage? What do people do on the stage? Is there a stage in our school? Ask the children about their experiences on the stage or seeing people on stage.

Ask the children if they know of Sammy Davis, Jr. Tell them more about him if necessary.

Introducing the Story

Tell the children the new story is about Sammy Davis, Jr. Put the EVERYDAY TALK verb and the SCHOOL TALK verb on the board and let the child decide which verb belongs in the blank. Sentences 1-3 need the insertion of is to make them SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

on the stage
in the movies
on TV
sings and dances
etc.

Add the new vocabulary to the words being studied.

DR. MARTIN LUTHER KING, JR.

Dr. Martin Luther King, Jr. (was)
a great Afro-American leader.
He (was) a preacher and a fighter for
Afro-American People.
He won the Nobel Peace Prize.
He (was) killed fighting for us.
page 7

Vocabulary

Dr. Martin Luther King, Jr.
was
leader
preacher
Nobel Peace Prize
killed
fighter
won

Exploring and Deepening Understanding

One of the greatest men of peace in the world and American history was a black man. He was killed for his part in the struggle for peace and human dignity for all men.

What is a leader? Name some preachers you know. What are other names for preachers?

What is a fighter? A person who uses his fists? A person who stands up for himself, someone else, a cause? Name some fighters you know.

Explain to the children that fighting for one's rights is an American tradition.

Ask the children what they know about Dr. King. Why is he called Dr. King? Add to their information about him. Discuss the implications of his winning the Nobel Peace Prize.

Why do we call Dr. King a great man? How do we feel about his death?

Introducing the Story

Tell the children the new story is about Dr. King. Put the EVERYDAY TALK verb and the SCHOOL TALK verb on the board and let the child decide which verb belongs on the blank.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

a great leader   for us   a preacher   etc.

Add the new vocabulary to the words being studied.

Point out to the children the root words of leader, preacher, fighter. Use the procedures suggested in story 2.

HARRIET TUBMAN

Harriet Tubman (was) a great
Afro-American leader.
She (lived) a long time ago.
She (was) a slave and she ran away.
page 8

She (helped) lots of slaves run away.
She (was) very brave.
page 9

Vocabulary

Harriet Tubman
time
ago
slave (s)
ran
away
lots

Exploring and Deepening Understanding

Ask the children what they know about slaves and slavery. Discuss slavery in other parts of the world. Tell the children the slaves in this story were people who were taken from Africa and they are decendents of those people.

Many of them ran away from slavery. Many not only ran away themselves but also helped others to escape.

Explain to the children how difficult and dangerous it was for the slaves to run away and what happened to those who were recaptured.

Tell the children about Harriet Tubman.

Introducing the Story

Tell the children the new story is about Harriet Tubman.

Put the EVERYDAY TALK verb and the SCHOOL TALK verb on the board and let the child decide which verb belongs on the blank.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

a long time ago
lots of slaves
very brave
ran away
etc.

Add the new vocabulary to the words being studied.

DR. DANIEL HALE WILLIAMS

Dr. Daniel Hale Williams (was)
a great Afro-American doctor.
He (was) a doctor in Chicago.
He founded Provident Hospital.
You can see the hospital on 51st Street.
page 10

He (was) the first doctor to operate
on a man's heart and the man did not die.
page 11

Vocabulary

Dr. Daniel Hale Williams
doctor
founded
Provident Hospital
see
street
first
operate
man
heart
die

Exploring and Deepening Understanding

Afro-Americans have often been among the pioneers in new developments.

Discuss the meanings of "operating on the heart." What are the child's experiences with doctors, hospitals, surgery?

How does one "found" a hospital?

Tell the children about Dr. Daniel Hale Williams.

Introducing the Story

Tell the children the new story is about Dr. Daniel Hale Williams.

Ask the children what word insertion would make the story SCHOOL TALK.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

he founded
to operate
a man's heart
on 51st Street
etc.

Add the new vocabulary to the words being studied.

JEAN DU SABLE

Jean Du Sable (was) a famous
Afro-American.
He (lived) a long time ago.
He (was) friends with the Indians.
page 12

At first all of Chicago (looked)
just like the park.
Only Indians (lived) here.
page 13

Then Jean Du Sable built the first
wood house.
page 14

After that, more and more people came
here to live.
And they built wood houses, too.
But Jean Du Sable (was) the first.
page 15

Vocabulary

- Jean Du Sable
- Indians
- just
- park
- only
- here
- then
- built
- wood
- after
- more

Exploring and Deepening Understanding

Jean Du Sable is another pioneer Afro-American.

What do you know about the Indian people? Help the children distinguish between today's Indian and the TV and movie Indian.

What would we have to do to Chicago today to make it look like a park or the forest preserve?

What kind of houses did the Indians live in? Be sure and show the pictures of dwellings made by them in this area.

Discuss the permanency of a wood house and how such houses contributed to the settlement of areas like Chicago.

Is being the first to do something always important?

Why was it important to do something first at this time?

Tell the children about Jean Du Sable.

Introducing the Story

Tell the children the new story is about Jean Du Sable.

Put the EVERYDAY TALK verb and the SCHOOL TALK verb on the board and let the children decide which verb belongs on the blank line.

Teaching Word and Phrase Perception

Have the children make dictionary pages.

Teach the phrases in the story.

with the Indians
after that
more and more
the first
just like
etc.

Add the new vocabulary to the words being studied.

Have the children note the change of form to show past tense:

build - built

Work Sheets for Reading Skills

Worksheets which give practice in recognizing word forms of old and new vocabulary.

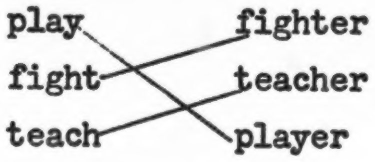
Refer to previous books for suggestions.

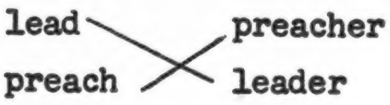
Worksheets which give practice in recognizing words that begin with the same letter and sound.

Refer to previous books for suggestions.

Worksheets which give practice in recognizing the root word and the word ending.

Match the words that belong together.





etc.

Worksheets which give practice in classifying words according to relationships. toys, family, school, etc.

Worksheets which give practice in recognizing components of compound words.

Refer to previous books for suggestions.

Worksheets which give practice in recognizing the same word in both lower case and capital letters.

Refer to previous books for suggestions.

Worksheets which review the historical information given in each story.

Worksheets identifying persons.

Harriet Tubman	Jean Du Sable
Dr. Daniel Hale Williams	Gwendolyn Brooks
(picture by child)	(picture by child)

This man is sick. I will make him well I am ________________.	I like boys and girls. I like to write poems for them. I am ______________________.
(picture by child) I like this blue lake. I will build my house beside it. I am ___________________.	(picture by child) Sh-sh-sh-sh. (meaning quiet) I am here to help you. I will help you get away. I am ____________________.

1. ball **baseball** doctor	2. **famous** family teacher	3. live **let's** talks	4. run wall **very**	5. **win** run work	6. pretty **prizes** gangs
7. **that** hat first	8. baseball **leader** player	9. **see** real likes	10. **brave** have slave	11. some gang **sing**	12. **dances** teacher does
13. and are **acts**	14. too **long** cook	15. **slave** brave sleep	16. **away** around alone	17. big they **but**	18. family **first** hurt
19. act goes **operate**	20. **heart** house scared	21. dances **park** people	22. brave **build** house	23. we lots **wood**	24. **after** ago away

Book 8 - Word Test

The underlined word is the test word.

1. Gwendolyn Brooks Sammy Davis, Jr. Indians	2. Harriet Tubman Gwendolyn Brooks Chicago	3. Africans Jean Du Sable Nobel peace prize	4. Dr. Martin Luther King, Jr. Dr. Daniel Hale Williams Provident Hospital
5. Provident Hospital Gwendolyn Brooks Sammy Davis, Jr.	6. Chicago Indians Africans	7. Gwendolyn Brooks Jean Du Sable Chicago	8. Harriet Tubman Dr. Daniel Hale Williams Sammy Davis, Jr.
9. Harriet Tubman Afro-Americans Dr. Martin Luther King, Jr.	10. Use school or faculty names	11. Use school or faculty names	12. Gwendolyn Brooks Afro-Americans 51st Street

Book 8 - Phrase Test
The underlined word is the test word.